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# research in education

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# organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the blue-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow each resume section. The indexes cite:

- Authors and investigators
- Institutions responsible for the research
- Subjects
- USOE programs (legislation authorizing the research)
- Contract and grant numbers

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.



THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.





REPORT  
RESUMES

Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

## SAMPLE ENTRY

ED 000 000

24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$ 027 HC-\$1.06 231 P

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, \*VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

## ED 010 369

THE CLASSIFICATION OF EDUCATIONAL OBJECTIVES, PSYCHOMOTOR DOMAIN.

BY- SIMPSON, ELIZABETH J.  
UNIVERSITY OF ILLINOIS, URBANA  
REPORT NUMBER BR-5-0090  
REPORT NUMBER ERD-251-65  
CONTRACT OEC-5-85-104  
EDRS PRICE MF-\$0.09 HC-\$1.80 45P.

PUB DATE

DESCRIPTORS- \*DATA ANALYSIS, \*EDUCATIONAL OBJECTIVES,  
\*INDEXES (LOCATORS), \*PSYCHOMOTOR SKILLS, \*TAXONOMY,  
ILLINOIS, URBANA,

A SCHEMA FOR CLASSIFYING EDUCATIONAL OBJECTIVES IN THE PSYCHOMOTOR DOMAIN WAS DEVELOPED. THE GENERAL PROCEDURES INCLUDED (1) A COMPREHENSIVE REVIEW OF RELATED LITERATURE, (2) THE COLLECTION AND ANALYSIS OF BEHAVIORAL OBJECTIVES OF THE DOMAIN, (3) LABORATORY ANALYSES OF CERTAIN TASKS TO DISCOVER BY OBSERVATION AND INTROSPECTION THE NATURE OF THE PSYCHOMOTOR ACTIVITY INVOLVED, AND (4) CONFERENCES WITH SCHOLARS WHO HAD SPECIALIZED KNOWLEDGE OF THE DOMAIN. THE TENTATIVE CLASSIFICATION SYSTEM WAS PRESENTED IN TAXONOMY FORM IN THE CONCLUSION OF THE REPORT. (6C)

## ED 010 369

24

THE EFFECTS OF STUDENT REACTIONS TO TEACHING METHODS.

BY- HAYES, ROBERT B. AND OTHERS

STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG, PA.

REPORT NUMBER BR-5-0096

PUB DATE NOV 66

REPORT NUMBER CRP-3010

CONTRACT OEC-6-10-018

EDRS PRICE MF-\$0.27 HC-\$5.24 131P.

DESCRIPTORS- \*FEEDBACK, \*STUDENT ATTITUDES, \*STUDENT REACTION, \*TEACHER ATTITUDES, \*TEACHING METHODS, GRADE 10, HARRISBURG, HIGH SCHOOL STUDENTS, PENNSYLVANIA, STUDENT IMPROVEMENT,

STUDENT ACHIEVEMENT AND ATTITUDE TOWARD SCHOOL SUBJECTS WERE STUDIED IN RELATION TO TEACHER FEEDBACK AND TEACHER ATTITUDE. THE STUDY SAMPLE CONSISTED OF 10TH GRADERS AND TEACHERS FROM 14 HIGH SCHOOLS. FIVE TREATMENTS OF TEACHER FEEDBACK WERE IMPLEMENTED AND EVALUATED--(1) STUDENT RATINGS OF TEACHERS WERE SENT TO THE TEACHERS BY MAIL SEVERAL TIMES DURING AN ACADEMIC YEAR, (2) FINDINGS OF TRAINED OBSERVERS OF SIX RECORDED CLASSROOM SESSIONS DURING AN ACADEMIC YEAR WERE MAILED TO THE TEACHERS, (3) FINDINGS OF THREE RECORDED SESSIONS WERE MAILED TO THE TEACHERS, (4) ONLY RESULTS OF STUDENT ACHIEVEMENT AND ATTITUDE PRETESTS WERE MAILED TO THE TEACHERS (HALF OF THE TEACHERS IN EACH OF THE FIRST THREE TREATMENTS ALSO RECEIVED THESE DATA), AND (5) NO FEEDBACK WAS SENT. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN ACHIEVEMENT OR ATTITUDINAL MEANS. MOST TEACHERS RECEIVING FEEDBACK INDICATED THE NEED FOR MORE INSERVICE TRAINING AND FACE-TO-FACE FEEDBACK RATHER THAN ONLY WRITTEN FEEDBACK BY MAIL. (R5)

## ED 010 370

08

A PROPOSAL TO PREPARE TEACHERS AND TO DEVELOP INSTRUCTIONAL MATERIALS FOR FOOD SERVICE OCCUPATIONS--PREPARING TEACHERS AND INSTRUCTIONAL MATERIALS FOR THE FOOD SERVICE OCCUPATIONS.

04

BY- HOLLANDSWORTH, HELEN L. BARBOUR, HENRY O.

MICHIGAN STATE UNIV., COLL. OF EDUCATION

REPORT NUMBER BR-5-0153

PUB DATE FEB 66

REPORT NUMBER ERD-251-65

REPORT NUMBER EP-6

EDRS PRICE MF-\$0.18 HC-\$3.00 97P.

DESCRIPTORS- \*FOODS INSTRUCTION, \*SERVICE EDUCATION, \*SERVICE OCCUPATIONS, \*TEACHER WORKSHOPS, \*VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, EAST LANSING, INSTRUCTIONAL MATERIALS, MICHIGAN, TEACHER EDUCATION, WORKSHOPS,

A 3-WEEK WORKSHOP WAS CONDUCTED FOR 14 TEACHERS OF FOOD SERVICE PROGRAMS. THE OBJECTIVES OF THE WORKSHOP INCLUDED (1) ANALYZING THE NATURE OF FOOD SERVICE OCCUPATIONS AND RECOGNIZING THE COMPETENCIES EXPECTED OF WORKERS IN FOOD PRODUCTION, SALES, AND SERVICES, (2) DEVELOPING INSTRUCTIONAL GUIDES AND MATERIALS FOR SELECTED OCCUPATIONS IN THE FOOD SERVICE FIELD, AND (3) UNDERSTANDING METHODS SUITABLE FOR TRAINING IN FOOD SERVICE OCCUPATIONS. THE WORKSHOP PROJECTS WERE ANALYZED, AND EXCERPTS OF EACH WERE PRESENTED WITH CONCLUSIONS AND RECOMMENDATIONS. (6C)

## ED 010 371

04

ADOLESCENT CHOICE AND DECISION-MAKING--A REVIEW OF DECISION-MAKING MODELS AND ISSUES IN RELATION TO SOME DEVELOPMENTAL STAGE TASKS OF ADOLESCENCE.

BY- DINKLAGE, LILLIAN B.

HARVARD UNIV., GRADUATE SCHOOL OF EDUCATION

REPORT NUMBER BR-5-0215

PUB DATE SEP 66

REPORT NUMBER CRP-C-04

REPORT NUMBER MONOGRAPH-1

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.18 HC-\$3.60 92P.

DESCRIPTORS- \*ADOLESCENTS, \*COGNITIVE DEVELOPMENT, \*DECISION MAKING SKILLS, \*PERSONALITY DEVELOPMENT, \*TASK PERFORMANCE, CAMBRIDGE, COGNITIVE PROCESSES, MASSACHUSETTS, PROBLEM SOLVING,

CURRENT MODELS OF DECISION-MAKING AND RELATED RESEARCH IN CONNECTION WITH CERTAIN DEVELOPMENTAL TASKS OF ADOLESCENTS WERE REVIEWED. THE DECISION ELEMENTS RECEIVING THEORETICAL ATTENTION WERE (1) DECISION-PROCESS PHASES, (2) DECISION-OUTCOME PROBABILITIES AND STRUCTURAL COMPONENTS, (3) DECISION-PLAN DIMENSIONS, (4) DECISION STRATEGIES, AND (5) DECIDER TRAITS, NEEDS, DRIVES, AND SOCIAL CONTEXT. VOCATIONAL MATURITY AND DEVELOPMENTAL READINESS WERE DISCUSSED IN RELATION TO CAREER DEVELOPMENT, DYNAMIC DECISION PROCESSES, PERSONALITY FACTORS, AND TYPES OF DECIDERS. A REVIEW OF ADOLESCENT COGNITIVE DEVELOPMENT INDICATED THAT IT WAS A CONTINUOUS AND TENTATIVE PROCESS AND FREQUENTLY WAS BASED ON MORE PSYCHOLOGICAL ELEMENTS THAN LOGICAL ONES. IN ADDITION, MANY STAGE TASKS CALLED FOR AND WOULD BE ENHANCED BY A GROWING COMPETENCE IN DECISION-MAKING. (6C)

## ED 010 372

24

PARTICIPANT FOLLOWUP STUDY--THE PERT LECTURES, A CASE STUDY IN KNOWLEDGE DISSEMINATION AND UTILIZATION, VOLUME 2.

BY- COOK, DESMOND L.

OHIO STATE UNIV., COLL. OF EDUCATION, COLUMBUS

REPORT NUMBER CRP-E-019-VOL-2

PUB DATE AUG 66

REPORT NUMBER BR-5-0221  
 CONTRACT OEC-4-10-160  
 EDRS PRICE MF-\$0.18 HC-\$3.16 79P.

DESCRIPTORS- \*CRITICAL PATH METHOD, \*INFORMATION  
 DISSEMINATION, \*PROGRAM EVALUATION, \*RESEARCH METHODOLOGY,  
 \*SYSTEMS CONCEPTS, COLUMBUS, EDUCATIONAL RESEARCH, FOLLOWUP  
 STUDIES, LECTURE, OHIO, PROGRAM PLANNING, QUESTIONNAIRES,

A FOLLOWUP STUDY WAS CONDUCTED OF THE PERT (PROGRAM  
 EVALUATION AND REVIEW TECHNIQUE) LECTURES, CONDUCTED IN 1965  
 TO INFORM THE EDUCATIONAL COMMUNITY OF PERT AND TO ENCOURAGE  
 ITS USE. QUESTIONNAIRES WERE SENT TO 397 LECTURE PARTICIPANTS  
 TO DETERMINE THE DEGREE OF UTILIZATION OF THE INFORMATION  
 PRESENTED AND TO SEEK INFORMATION ON THE DISSEMINATION  
 PROCESS IN EDUCATION. THE QUESTIONNAIRE WAS SPECIFICALLY  
 DESIGNED TO PROVIDE INFORMATION ON (1) THE NATURE OF THE  
 AUDIENCE, (2) PLANS FOR UTILIZATION, (3) QUALITY OF THE  
 MESSAGE, AND (4) PREFERENCES FOR DISSEMINATION ACTIVITIES.  
 QUESTIONNAIRES WERE RETURNED BY 294 RESPONDENTS. SEVERAL  
 CONCLUSIONS WERE DEVELOPED, ONE OF WHICH WAS THAT THE  
 AUDIENCE CONSISTED OF PERSONS WHO ATTENDED OUT OF CURIOSITY  
 AND WHOSE PROFESSIONAL INTERESTS DID NOT RESIDE EXCLUSIVELY  
 IN EDUCATIONAL RESEARCH AND DEVELOPMENT. SUGGESTED WERE  
 RECOMMENDATIONS THAT THE BACKGROUND OF FUTURE PARTICIPANTS BE  
 ASSESSED AND THAT MORE WORKSHOP ACTIVITIES BE INCLUDED IN  
 FUTURE PROGRAMS. (REFER TO ED 003 379 FOR ANOTHER REPORT ON  
 THE PERT LECTURES.) (RS)

## ED 010 373

64

THE CUE REPORT.  
 BY- ALLEN, JAMES E., JR. AND OTHERS  
 STATE EDUCATION DEPT., ALBANY, N.Y.  
 REPORT NUMBER NDEA-VIIB-324  
 REPORT NUMBER BR-5-0228-A  
 EDRS PRICE MF-\$0.36 HC-\$9.36 234P.

PUB DATE

66

DESCRIPTORS- \*CULTURAL ENRICHMENT, \*CURRICULUM ENRICHMENT,  
 \*ENRICHMENT PROGRAMS, \*HUMANITIES INSTRUCTION, \*INFORMATION  
 DISSEMINATION, ALBANY, AUDIOVISUAL AIDS, CASE STUDIES  
 (EDUCATION), CULTURAL AWARENESS, ENGLISH, GRADE 9, HOME  
 ECONOMICS EDUCATION, INDUSTRIAL ARTS, INSTRUCTIONAL  
 MATERIALS, MASS MEDIA, NEW YORK, PROJECT CUE (CULTURAL  
 UNDERSTANDING ENRICHMENT), RESOURCE MATERIALS, SCIENCES,  
 SOCIAL STUDIES, STUDENT EXPERIENCE, TEACHING GUIDES,

THE EXPERIMENT OF CUE (CULTURAL UNDERSTANDING  
 ENRICHMENT) WAS DESIGNED TO BRING THE BENEFITS OF THE ARTS  
 AND HUMANITIES TO STUDENTS TO ENABLE THEM TO FORM TASTES,  
 JUDGMENT ABILITIES, VALUES, AND BEHAVIORAL GOALS. SPECIFIC  
 INSTRUCTIONAL AREAS COVERED WERE ENGLISH, SOCIAL STUDIES,  
 SCIENCE, INDUSTRIAL ARTS, AND HOME ECONOMICS. THE ELEMENTS OF  
 THE CUE SYSTEM WERE (1) CURRICULUM-RELATED RESOURCE  
 COLLECTIONS OF NEWER MEDIA, (2) GUIDES FOR MEDIA USE, AND (3)  
 SUGGESTED STUDENT EXPERIENCES WITH THE ARTS AND HUMANITIES.  
 ALL CUE SYSTEM ELEMENTS WERE DEVELOPED AND EXPERIMENTALLY  
 TESTED IN PILOT PROJECTS WITHOUT THE NECESSITY FOR MAJOR  
 CURRICULUM CHANGE, ADDITIONAL SCHOOL PERSONNEL, OR LARGE  
 EXPENDITURES OF TIME, ENERGY, AND MONEY. CUE REMAINS A  
 PROGRAM WHICH ANY SCHOOL MAY USE (1) AS A BASIS FOR ITS  
 CULTURAL PROGRAM AND (2) AS A MEANINGFUL AND PROFITABLE WAY  
 OF USING INSTRUCTIONAL MEDIA AND EQUIPMENT IN THE ACHIEVEMENT

OF ARTS AND HUMANITIES EDUCATION. AN APPENDIX WAS INCLUDED IN  
 THE REPORT WHICH DESCRIBED THE CASE STUDIES MADE IN VARIOUS  
 NINTH-GRADE CLASSROOMS WHERE CUE MATERIALS WERE USED. ANOTHER  
 APPENDIX, CONTAINING SAMPLES OF CUE MATERIALS, IS A SEPARATE  
 REPORT, ED 010 374. OTHER REPORTS RELEVANT TO CUE ARE ED 003  
 785 THROUGH ED 003 792. (JH)

## ED 010 374

64

THE CUE REPORT, APPENDIX B.  
 STATE EDUCATION DEPT., ALBANY, N.Y.  
 REPORT NUMBER NDEA-VIIB-324-APP-B  
 REPORT NUMBER BR-5-0228-B  
 EDRS PRICE MF-\$0.18 HC-\$3.72 93P.

PUB DATE

66

DESCRIPTORS- \*CULTURAL ENRICHMENT, \*ENRICHMENT PROGRAMS,  
 \*EVALUATION METHODS, \*INSTRUCTIONAL MATERIALS,  
 \*QUESTIONNAIRES, ALBANY, CURRICULUM ENRICHMENT, HUMANITIES  
 INSTRUCTION, NEW YORK, OPINIONS, PROJECT CUE (CULTURAL  
 UNDERSTANDING ENRICHMENT),

THIS APPENDIX TO "THE CUE REPORT," ED 010 373, CONTAINS  
 TEST FORMS FOR STUDENT AND TEACHER EVALUATION OF CUE, SAMPLE  
 SEGMENTS OF VARIOUS MATERIALS PREPARED FOR CUE, AND  
 NEWSLETTERS AND NEWS ARTICLES WHICH DESCRIBE CUE PROJECTS.  
 CUE (CULTURAL UNDERSTANDING ENRICHMENT) WAS AN EXPERIMENTAL  
 PROGRAM DESIGNED TO ENRICH THE ARTS AND HUMANITIES OFFERINGS  
 OF PUBLIC SCHOOLS THROUGH INNOVATIVE USES OF INSTRUCTIONAL  
 MEDIA AND EQUIPMENT. OTHER REPORTS RELEVANT TO CUE ARE ED 003  
 785 - ED 003 792. (JH)

## ED 010 375

24

EFFECTS OF LIKED AND DISLIKED TEACHERS ON STUDENT BEHAVIOR.  
 BY- CARPENTER, FINLEY. HADDAN, EUGENE E.  
 UNIVERSITY OF MICHIGAN, ANN ARBOR  
 REPORT NUMBER CRP-2450  
 REPORT NUMBER BR-5-0335  
 EDRS PRICE MF-\$0.18 HC-\$3.80 95P.

PUB DATE

66

DESCRIPTORS- \*PERSONALITY STUDIES, \*STUDENT BEHAVIOR,  
 \*STUDENT OPINION, \*STUDENT TEACHER RELATIONSHIP, \*TEACHER  
 CHARACTERISTICS, ANN ARBOR, COMPARATIVE ANALYSIS, LEARNING  
 ACTIVITIES, LEARNING MOTIVATION, MICHIGAN, SENSORY  
 EXPERIENCE, TEACHER EVALUATION,

RESEARCH WAS CONDUCTED TO CONTRAST THE EFFECTS OF TWO  
 TYPES OF TEACHERS, LIKED AND DISLIKED, ON THE LEARNING  
 BEHAVIOR OF THEIR STUDENTS. TEACHERS PRESENTED MESSAGES BY  
 FILM, BY TAPE, AND IN PERSON IN EXPERIMENTAL CLASSROOMS TO  
 STUDENTS FITTED WITH FINGER ELECTRODES. CHANGES IN ELECTRICAL  
 RESISTANCE WERE RECORDED OF GALVANIC SKIN RESPONSES.  
 ACHIEVEMENT TESTS WERE ALSO ADMINISTERED. MEASUREMENTS  
 INCLUDED (1) PHYSIOLOGICAL AROUSAL, (2) RATINGS OF THE  
 TEACHER, (3) RATINGS OF THE SUBJECT MATTER, (4) SCORES ON  
 ACHIEVEMENT TESTS, AND (5) SCORES ON TESTS OF INFERENCE.  
 RESPONSES, RATINGS, AND SCORES OF BOTH COLLEGE AND HIGH  
 SCHOOL STUDENTS WERE STUDIED. AMONG THE SEVERAL FINDINGS WERE  
 (1) STUDENTS RECEIVED SIGNIFICANTLY HIGHER SCORES ON TESTS  
 BOTH OF FACTS AND OF INFERENCE UNDER THE "DISLIKED" TEACHERS  
 WHEN SUBJECT MATTER WAS PRESENTED IN PERSON AND ON FILM, AND  
 (2) STUDENTS ACHIEVED HIGHER SCORES UNDER "LIKED" TEACHERS  
 ONLY WHEN SUBJECT MATTER WAS PRESENTED BY TAPE RECORDING. FOR  
 ANY GIVEN PRESENTATION, NO RELATIONSHIP WAS FOUND BETWEEN HOW

STUDENTS RATED THE TEACHER AND AMOUNT LEARNED. SUBJECT MATTER RATINGS APPEARED TO HAVE MUCH MORE BEARING ON ACHIEVEMENT THAN DID THE FACTOR OF TEACHER LIKEABILITY. (RS)

## ED 010 376

24

RELATIONSHIP BETWEEN SCHOOL-COMMUNITY COORDINATING PROCEDURES AND READING ACHIEVEMENT.

BY- LITWAK, EUGENE AND OTHERS

CENTER FOR ADVANCED STUDY IN BEHAVIORAL SCIENCES

REPORT NUMBER BR-5-0355

PUB DATE 31 DEC 66

UNIVERSITY OF MICHIGAN, SCHOOL OF SOCIAL WORK

REPORT NUMBER CRP-1796

CONTRACT OEC-3-10-033

EDRS PRICE MF-\$0.90 HC-\$23.28 582P.

DESCRIPTORS- \*EDUCATIONAL THEORIES, \*PERFORMANCE FACTORS, \*READING ACHIEVEMENT, \*SCHOOL COMMUNITY RELATIONSHIP, \*SURVEYS, ANN ARBOR, CALIFORNIA, MICHIGAN, STANFORD,

THE RELATIONSHIP OF THE SCHOOL AND COMMUNITY TO READING ACHIEVEMENT WAS STUDIED BY APPLICATION OF "A BALANCE THEORY OF COORDINATION." INTERLOCKING SURVEYS WERE CONDUCTED BY ADMINISTERING QUESTIONNAIRES AND INTERVIEWS TO A SAMPLE OF 4,402 PEOPLE, CONSISTING OF CHILDREN FROM 18 ELEMENTARY SCHOOLS, THEIR PARENTS, THEIR NEIGHBORS, AND SCHOOL PERSONNEL AND TEACHERS. THE AREAS UNDER STUDY INCLUDED (1) THE NEIGHBORHOOD AND THE FAMILY AS PRIMARY COMMUNITY GROUPS, (2) SCHOOL-COMMUNITY LINKAGE MECHANISMS, AND (3) BUREAUCRATIC ORGANIZATIONS (SCHOOLS) AND GOAL ACHIEVEMENT. A SUMMARY OF MAJOR POINTS SHOWED THAT PRIMARY GROUPS, BUREAUCRATIC STRUCTURES, AND THEIR LINKAGES MUST BE TAKEN INTO ACCOUNT IF ONE IS TO UNDERSTAND THE WAY SCHOOL-COMMUNITY CONTACT MIGHT AFFECT THE CHILDREN'S ACADEMIC PERFORMANCE. (RS)

## ED 010 377

56

INDIVIDUAL DIFFERENCES IN LEARNING FROM VISUAL AND VERBAL PRESENTATIONS AND THE USE OF VISUAL EXAMPLES IN REVIEW.

BY- GAGNE, ROBERT M. AND OTHERS

AMERICAN INSTITUTES FOR RES. IN BEHAVIORAL SCIENCES

REPORT NUMBER BR-5-0425

PUB DATE DEC 65

REPORT NUMBER NDEA-VIIA-1073

REPORT NUMBER AIR-D73-12-65-FR

GRANT OEG-7-48-7670-206

EDRS PRICE MF-\$0.18 HC-\$4.96 124P.

DESCRIPTORS- \*INSTRUCTIONAL MATERIALS, \*LEARNING PROCESSES, \*SCIENCE INSTRUCTION, \*VERBAL LEARNING, \*VISUAL LEARNING, \*ATTITUDE, AUDIOVISUAL AIDS, GRADE 8, INDIVIDUAL DIFFERENCES, INSTRUCTIONAL FILMS, PENNSYLVANIA, PITTSBURGH, TEACHING METHODS,

TWO DIFFERENT USES OF VISUAL REPRESENTATIONS FOR SCIENCE INSTRUCTION WERE INVESTIGATED. THE FIRST STUDY EXAMINED THE HYPOTHESIS THAT USE OF PICTORIAL INSTRUCTION WOULD PRODUCE HIGHER CORRELATION BETWEEN RESULTS OF VISUAL ATTITUDE TESTS AND LEARNING TESTS, AND THAT VERBAL INSTRUCTION WOULD PRODUCE HIGHER CORRELATION BETWEEN RESULTS OF VERBAL ATTITUDE TESTS AND RESULTS OF LEARNING TESTS. TEST RESULTS SHOWED NO DIFFERENCE IN CORRELATION OF VISUAL ATTITUDE OR VERBAL ATTITUDE TEST RESULTS TO LEARNING ACHIEVED. ATTITUDE MEASURES USED WERE (1) SPATIAL RELATIONS, (2) VERBAL REASONING, (3) ABSTRACT REASONING, AND (4) INTELLIGENCE. THE SECOND STUDY

USED PICTORIAL REPRESENTATIONS IN REVIEW SESSIONS, COVERING STUDY OF MECHANICAL ADVANTAGE TO INVESTIGATE (1) WHETHER RETENTION WAS IMPROVED BY USE OF PICTURES IN REVIEW AND (2) WHETHER INCLUSION OF ADDITIONAL DIFFERENT EXAMPLES WOULD INCREASE RETENTION AND TRANSFER. RESULTS SHOWED THAT STUDENTS WHO REVIEWED BY PICTORIALLY PRESENTED MATERIALS HAD SIGNIFICANTLY BETTER RETENTION AND TRANSFER OF TRAINING THAN STUDENTS WHO DID NOT REVIEW AT ALL. ADDING NEW PICTORIAL EXAMPLES PRODUCED NO SIGNIFICANT RESULTS IN RETENTION BUT SHOWED BETTER TRANSFER WHEN ONLY THE ORIGINAL MATERIALS WERE REVIEWED. RETENTION AND TRANSFER WERE MEASURED 4 WEEKS FOLLOWING THE REVIEW SESSION. (AL)

## ED 010 373

24

CHARACTERISTICS OF MATHEMATICS TEACHERS THAT AFFECT STUDENTS' LEARNING.

BY- TORRANCE, E. PAUL AND OTHERS

UNIVERSITY OF MINNESOTA, MINNEAPOLIS

REPORT NUMBER CRP-1020

PUB DATE SEP 66

REPORT NUMBER BR-5-0450

CONTRACT OEC-SAE-8993

EDRS PRICE MF-\$0.27 HC-\$6.76 169P.

DESCRIPTORS- \*EFFECTIVE TEACHING, \*LEARNING EXPERIENCE, \*MATHEMATICS INSTRUCTION, \*STUDENT TEACHER RELATIONSHIP, \*TEACHER CHARACTERISTICS, INSTRUCTIONAL MATERIALS, MINNEAPOLIS, MINNESOTA, SCHOOL MATHEMATICS STUDY GROUP (SMSG), STUDENT ATTITUDES,

TEACHER EFFECTIVENESS AS RELATED TO TEACHER-PUPIL INTERACTION, TO CLASSROOM CLIMATE, AND TO CREATIVE ABILITIES OF THE TEACHER WAS STUDIED. THE SAMPLE CONSISTED OF THE ORIGINAL 127 MATHEMATICS TEACHERS, GRADES 6-12, WHO PARTICIPATED IN THE SCHOOL MATHEMATICS STUDY GROUP (SMSG) EXPERIMENTAL INSTRUCTIONAL MATERIALS EVALUATION PROGRAM (1959-60). DATA WERE COLLECTED DURING THE 1960-61 AND 1961-62 SCHOOL TERMS. COMPLETE PREDICTOR AND CRITERION DATA WERE OBTAINED FOR 63 SUBJECTS AT THE END OF THE SECOND YEAR. THE SMSG MATERIALS WERE TAUGHT BY THE SUBJECTS IN ONE OF THEIR CLASSROOMS. THE STUDENTS WERE PRE- AND POST-TESTED FOR MEASURES OF (1) EDUCATIONAL AND MATHEMATICAL PROGRESS, (2) ATTITUDE, AND (3) APTITUDE. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS WERE DISCUSSED UNDER THESE HEADINGS--(1) TEACHING EXPERIENCE, COURSES AND GRADES, AND PROFESSIONAL PARTICIPATION, (2) TEACHER PREPARATION TIME, (3) REPORTS OF TEACHER AND PUPIL ACTIVITIES, AND (4) STUDENT ATTITUDES. THE RESULTS SUGGESTED THAT THE CONVENTIONAL QUALIFICATIONS OF TEACHERS DID NOT DIFFERENTIATE TEACHER EFFECTIVENESS AND THAT TEACHER EFFECTIVENESS POSITIVELY AFFECTED STUDENT ATTITUDES TOWARDS TEACHERS, METHODS, AND THE OVERALL SCHOOL CLIMATE. (RS)

## ED 010 379

56

TELEVISION DRAMA PREFERENCE CHOICE.

BY- MACDONALD, NEIL W.

UNIVERSITY OF MINNESOTA, SCH. OF JOURNALISM

REPORT NUMBER NDEA-VIIA-1239

PUB DATE JUN 66

REPORT NUMBER BR-5-0457

GRANT OEG-7-33-0400-244

EDRS PRICE MF-\$0.63 HC-\$16.76 419P.

DESCRIPTORS- \*BROADCAST TELEVISION, \*INDIVIDUAL DEVELOPMENT,

\*PERSONAL INTERESTS, \*TELEVISION VIEWING, \*THEORIES, CHANGING ATTITUDES, INTEREST SCALES, MASS MEDIA, MEASUREMENT INSTRUMENTS, MINNEAPOLIS, MINNESOTA, STUDENT INTERESTS,

A BASIS FOR A GENERAL THEORY TO EXPLAIN PREFERENCES OF COMMERCIAL TELEVISION (TV) SHOWS WAS DEVELOPED. THE THEORETICAL FRAMEWORK OF THE STUDY WAS BASED ON THE RELATIONSHIP OF EDUCATIONAL LEVEL TO TV PREFERENCES, AND THE STUDY SAMPLE CONSISTED OF SEVENTH-GRADE THROUGH COLLEGE-LEVEL STUDENTS. FINDINGS SHOWED THAT, AS EDUCATION INCREASES, DEMAND FOR CONTENT IN TV PRESENTATIONS MOVES FROM NONINFORMATIVE TO INFORMATIVE, FROM UNREALISTIC TO REALISTIC, AND FROM ACTION TO NONACTION. THE RELATIONSHIP BETWEEN EDUCATION AND PREFERENCE, THEREFORE, WAS FOUND TO BE POSITIVE AND RECTILINEAR. THE POSSIBILITY OF A PLATEAU OR REGRESSION AT THE GRADE LEVEL OF 9 OR 10 WAS NOTED, HOWEVER. IN ADDITION TO THE THEORETICAL STUDY, OTHER ACTIVITIES OF THE PROJECT INCLUDED THE DEVELOPMENT OF (1) A COMPREHENSIVE CONTENT ANALYTIC MODEL BY WHICH THE CONTENT OF TV SHOWS COULD BE EXAMINED OBJECTIVELY AND THOROUGHLY, AND (2) A RELIABLE PAPER-AND-PENCIL TEST BY WHICH INDIVIDUAL DIFFERENCES IN TV PREFERENCE CHOICE COULD BE MEASURED. (JH)

ED 010 380

24

A STUDY OF APPROACHES TO FIRST-GRADE ENGLISH READING INSTRUCTION FOR CHILDREN FROM SPANISH-SPEAKING HOMES.

BY- MCCANNE, ROY

STATE DEPT. OF EDUCATION, DENVER, COLO.

REPORT NUMBER CRP-2734

REPORT NUMBER BR-5-D476

EDRS PRICE MF-\$0.45 HC-\$10.00 270P.

PUB DATE

66

DESCRIPTORS- \*BEGINNING READING, \*BILINGUAL STUDENTS, \*LANGUAGE ARTS, \*READING PROCESSES, \*READING PROGRAMS, BASIC READING, COLORADO, COMPARATIVE ANALYSIS, DENVER, GRADE 1, LANGUAGE SKILLS, LINGUISTICS, SKILL DEVELOPMENT,

COMPARISONS WERE MADE AMONG THREE APPROACHES TO DEVELOPING ENGLISH ARTS SKILLS, PARTICULARLY IN READING, WITH FIRST-GRADE CHILDREN FROM SPANISH-SPEAKING HOMES. PARTICIPATING CHILDREN WERE RANDOMLY GIVEN ONE OF THREE INSTRUCTIONAL TREATMENTS FOR ENGLISH READING-- (1) BASAL READING, (2) SECOND LANGUAGE READING, AND (3) LANGUAGE-EXPERIENCE READING. IT WAS HYPOTHESIZED THAT THERE WOULD BE NO DIFFERENCE IN THESE APPROACHES. EACH TREATMENT WAS EXPERIMENTALLY ADMINISTERED FOR 140 SCHOOL DAYS. WITH REFERENCE TO UNDERSTANDING SPOKEN ENGLISH AND TO MECHANICAL WRITING SKILLS, NO SIGNIFICANT DIFFERENCES WERE FOUND AMONG THE THREE APPROACHES. BASAL READING WAS FAVORED WITH REFERENCE TO READING READINESS SKILLS, READING VOCABULARY, WORD RECOGNITION SKILLS, ATTITUDE TOWARD READING, AND GENERAL READING ACHIEVEMENT. BOTH BASAL AND SECOND LANGUAGE READING WERE FAVORED WITH REFERENCE TO ORAL VOCABULARY AND READING COMPREHENSION. FOR THE SKILL OF WRITING FLUENTLY, BOTH THE SECOND LANGUAGE AND LANGUAGE-EXPERIENCE APPROACHES WERE FAVORED. BECAUSE OF RESTRICTIONS PLACED UPON THE STUDY BY TEACHER AND PUPIL POPULATION VARIABLES, ONLY TENTATIVE CONCLUSIONS WERE FORMULATED. (JH)

ED 010 381

08

EFFECTS OF AGE, SOCIAL STATUS, SEX, AND RACE UPON THE UNDERSTANDING OF WORD MEANINGS INDEPENDENT OF SENTENCE

CONTEXT.

BY- CROCKETT, WALTER H.

CLARK UNIV., WORCESTER, MASS.

REPORT NUMBER HRD-266-65

REPORT NUMBER BR-5-D697

GRANT OEG-5-85-081

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

PUB DATE

NOV 66

DESCRIPTORS- \*INDIVIDUAL DIFFERENCES, \*READING SKILLS, \*SOCIOECONOMIC STATUS, \*VERBAL ABILITY, \*WORD RECOGNITION, AGE DIFFERENCES, MASSACHUSETTS, RACIAL DIFFERENCES, SEX DIFFERENCES, WORCESTER, WORD CONTEXT TEST,

INDIVIDUAL DIFFERENCES WHICH AFFECT THE ABILITY TO ACQUIRE WORD UNDERSTANDING WERE INVESTIGATED. GROUPS OF EIGHT CHILDREN WERE ADMINISTERED THE "WORD CONTEXT TEST." TWELVE DIFFERENT GROUPS WERE FORMED BY VARYING GRADE LEVEL (THIRD VERSUS SIXTH), SEX, AND SOCIOECONOMIC STATUS (WHITE MIDDLE CLASS, NEGRO LOWER STATUS, AND WHITE LOWER STATUS). MIDDLE-CLASS CHILDREN SHOWED A SIGNIFICANTLY HIGHER LEVEL OF VERBAL OUTPUT THAN THEIR LOW-STATUS COUNTERPARTS. THIS WAS CONSISTENT WITH THE DIFFERENCES EMPHASIS PLACED ON VERBALIZATION BY DIFFERENT SOCIAL STRATA. IN THE ADEQUACY OF THE SOLUTIONS THAT WERE OFFERED AND THE LEVEL OF COGNITIVE PROCESSES USED, SIXTH GRADERS PERFORMED AT A CONSISTENTLY HIGHER LEVEL THAN THIRD GRADERS. CONTRARY TO HYPOTHESIS, THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS FROM DIFFERENT SOCIAL STRATA ON ANY OF THE MEASURES THAT WERE SCORED. THERE WAS A CONSISTENT SEX DIFFERENCE IN THE USE OF WORD-SENTENCE FUSION AS A SIGNIFICATION PROCESS, WITH GIRLS SHOWING CONSISTENTLY MORE SUCH RESPONSES THAN BOYS. (GC)

ED 010 382

04

PROGRAMING CREATIVE BEHAVIOR.

BY- PARNES, SIDNEY J.

STATE UNIV. OF N. Y., SUNY AT BUFFALO

REPORT NUMBER BR-5-0716

PUB DATE 31 AUG 66

STATE UNIV. OF NEW YORK, RESEARCH FOUNDATION

REPORT NUMBER NDEA-VIIA-1129

GRANT OEG-7-42-1630-213

EDRS PRICE MF-\$0.27 HC-\$5.36 134P.

DESCRIPTORS- \*CREATIVE DEVELOPMENT, \*CREATIVITY, \*PROGRAMED INSTRUCTION, \*SELF EXPRESSION, ALBANY, AUTOINSTRUCTIONAL AIDS, BUFFALO, GRADE 12, INSTRUCTIONAL IMPROVEMENT, NEW YORK,

THE EXTENT THAT AUTOINSTRUCTIONAL AIDS CAN BE APPLIED TO THE INSTRUCTIONAL SETTING TO (1) PROVIDE FOR DELIBERATE DEVELOPMENT OF STUDENTS' CREATIVE BEHAVIOR AND (2) ASSURE MASTERY OF SUBJECT MATTER AT THE SAME TIME WAS THE SUBJECT OF THIS STUDY. THE STUDY POPULATION CONSISTED OF HIGH SCHOOL SENIORS WHO INTENDED TO CONTINUE THEIR FORMAL EDUCATION AFTER GRADUATION. STUDENT GROUPS WERE MATCHED ON THE BASIS OF INTELLIGENCE. THE PATTERN OF RESULTS ON VARIOUS TESTS OF CREATIVE ABILITY SHOWED THAT INSTRUCTOR-TAUGHT PROGRAMED GROUPS WERE SUPERIOR TO THOSE WHO TOOK THE PROGRAM WITHOUT INSTRUCTORS AND TO THE CONTROL GROUPS WHO RECEIVED NO PROGRAMED INSTRUCTION. (LP)

ED 010 383

24

AN EXPERIMENTAL STUDY OF SEQUENCING STRATEGIES.

BY- SHORT, JERRY HAUGHEY, BETTY E.

AMERICAN INSTITUTES FOR RES. IN BEHAVIORAL SCIENCES  
 REPORT NUMBER CRP-1312                      PUB DATE    DEC 66  
 REPORT NUMBER BR-5-0721  
 GRANT    OEG-7-48-7670-259  
 EDRS PRICE    MF-\$0.18    HC-\$3.04    76P.

DESCRIPTORS- \*CONCEPT TEACHING, \*DISCRIMINATION LEARNING, \*EDUCATIONAL STRATEGIES, \*LEARNING PROCESSES, \*SEQUENTIAL LEARNING, COMPARATIVE ANALYSIS, CONCEPT FORMATION, FUNDAMENTAL CONCEPTS, GRADE 5, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PERFORMANCE FACTORS, PITTSBURGH, SEQUENTIAL PROGRAMS, TEACHING TECHNIQUES,

TWO STRATEGIES FOR TEACHING MULTIPLE-DISCRIMINATION TASKS WERE REPORTED. THE "MULTIPLE CONCEPT" PRESENTS SIMPLE DESCRIPTIONS OF SEVERAL RELATED CONCEPTS AT THE BEGINNING OF INSTRUCTION. INCREASINGLY COMPLEX MATERIAL PERTAINING TO THESE CONCEPTS IS THEN GRADUALLY INTRODUCED. THE "SINGLE CONCEPT" PRESENTS ONE CONCEPT AT A TIME, PROCEEDING FROM SIMPLE TO MORE COMPLEX DESCRIPTIONS OF THE SAME CONCEPT. THIS STEP IS THEN REPEATED TO DESCRIBE SUBSEQUENT CONCEPTS. TWO SETS OF INSTRUCTIONAL MATERIALS WERE PREPARED FOR FIFTH-GRADE STUDENTS--(1) SCIENCE MATERIALS FOR PRESENTATION TO GROUPS AT A FIXED PACE AS SLIDE-TAPE LESSONS AND (2) LANGUAGE ARTS MATERIALS FOR INDIVIDUALLY PACED PRESENTATION IN PROGRAMED TEXTBOOKS. TWO SEQUENCES WERE PREPARED FOR EACH LESSON SET FOLLOWING THE STRATEGIES DESCRIBED. SET VERSIONS CONTAINED THE SAME INSTRUCTIONAL ITEMS AND REQUIRED THE SAME STUDENT RESPONSES; ONLY THE SEQUENCE OF ITEMS WAS CHANGED. THE MULTIPLE CONCEPT SEQUENCE PRODUCED CONSISTENTLY BETTER STUDENT PERFORMANCE. THE DIFFERENCES BETWEEN GROUPS ON POST-TESTS AND RETENTION TESTS WERE SIGNIFICANT AT THE .01 LEVEL FOR THE SCIENCE LESSONS, BUT NOT SIGNIFICANT FOR THE LANGUAGE ARTS LESSONS. (6C)

## ED 010 384

56

THE EFFECT OF PAIRED ASSOCIATE LEARNING OF AUGMENTING CONTOUR CUES AND REDUCING IRRELEVANT CUES IN THE PICTORIAL STIMULI.  
 BY- PRICE, GEORGE W.  
 INDIANA UNIV., SCHOOL OF EDUCATION, BLOOMINGTON  
 REPORT NUMBER BR-5-0759                      PUB DATE    SEP 66  
 REPORT NUMBER NDEA-VIIA-3-1243  
 GRANT    OEG-7-24-0210-241  
 EDRS PRICE    MF-\$0.18    HC-\$2.88    72P.

DESCRIPTORS- \*PAIRED ASSOCIATE LEARNING, \*REPETITIVE FILM SHOWINGS, \*STIMULUS DEVICES, \*VISUAL LEARNING, \*VISUAL STIMULI, ASSOCIATIVE LEARNING, BLOOMINGTON, INDIANA,

THE EFFECTS OF SELECTIVE MANIPULATION OF PICTORIAL CONTENT UPON PAIRED ASSOCIATE LEARNING WERE TESTED AND EVALUATED. STIMULUS MATERIAL WAS VARIED BY AUGMENTING CONTOUR CUES AND DIMINISHING IRRELEVANT CUES. FIFTH-GRADE STUDENTS WERE ASSIGNED TO NINE DIFFERENT TREATMENTS, INVOLVING STIMULUS SLIDES THAT VARIED IN TREATMENT OF CONTOUR AND CONTEXTUAL CUES. A TRIAL AND ERROR SYSTEM WAS USED UNTIL CRITERION PERFORMANCE OF TWO PERMUTATIONS WITHOUT ERROR WAS ACHIEVED. ANALYSIS OF VARIANCE OF TRIALS AND ERRORS WAS USED TO TEST FOR DIFFERENCES AMONG THE NINE CONDITIONS. FINDINGS WERE THAT, IN PAIRED ASSOCIATION, THERE WERE NO SIGNIFICANT DIFFERENCES AS A RESULT OF AUGMENTING CONTOUR CUES. IN ADDITION, THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN

LEVELS OF REDUCED IRRELEVANT CONTEXTUAL CUES ON EITHER TRIALS OR ERRORS TO CRITERION, AND NO SIGNIFICANT INTERACTION EFFECTS BETWEEN AUGMENTED CONTOUR CUES AND REDUCED IRRELEVANT CUES. (6D)

## ED 010 385

04

INFLUENCE OF IDENTITY PROCESSES ON STUDENT BEHAVIOR AND OCCUPATIONAL CHOICE.

BY- KRULEE, GILBERT K.    AND OTHERS  
 NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-5-0809                      PUB DATE    SEP 66  
 REPORT NUMBER CRP-1745  
 CONTRACT OEC-3-10-044  
 EDRS PRICE    MF-\$0.45    HC-\$12.76    319P.

DESCRIPTORS- \*HIGHER EDUCATION, \*IDENTIFICATION, \*OCCUPATIONAL CHOICE, \*SELF CONCEPT, \*STUDENT BEHAVIOR, COMPARATIVE ANALYSIS, EVANSTON, ILLINOIS, PERSONALITY CHANGE, STUDENT EVALUATION, TRANSFER STUDENTS, VALUES,

OCCUPATIONAL CHOICE, EDUCATIONAL ORIENTATION, AND STUDENT TRANSFER IN DIFFERENT UNIVERSITY PROGRAMS WERE STUDIED. QUESTIONNAIRE DATA WERE COLLECTED FROM MALE FRESHMEN ENTERING THREE DIFFERENT UNDERGRADUATE SCHOOLS--LIBERAL ARTS, BUSINESS, AND ENGINEERING. A SECOND QUESTIONNAIRE WAS ADMINISTERED TO THE SAME STUDENTS DURING THEIR SENIOR YEAR. USING DATA FROM THE TWO QUESTIONNAIRES, THE INVESTIGATORS EVALUATED CERTAIN CHANGES IN OUTLOOK THAT HAD TAKEN PLACE OVER THE 3-YEAR PERIOD. ANOTHER FOCUS OF THE STUDY WAS ON THOSE STUDENTS WHO TRANSFERRED FROM ENGINEERING TO EITHER LIBERAL ARTS OR BUSINESS DURING THE FRESHMAN YEAR AND ON THOSE STUDENTS WHO LEFT ENGINEERING AS VOLUNTARY OR INVOLUNTARY DROPOUTS. IN ADDITION TO THE QUESTIONNAIRES, INTERVIEWS WERE CONDUCTED WITH TRANSFER STUDENTS AND WITH STUDENTS WHO PERSISTED IN EACH OF THE THREE SCHOOLS. THE STUDENTS WHO TRANSFERRED APPEARED STRONGLY PREDISPOSED TO DO SO EVEN AT THE TIME OF ENTRANCE. FACTORS THAT PRECIPITATED DECISIONS TO TRANSFER WERE STUDIED. WITH THE AID OF THE SECOND QUESTIONNAIRE, THE INVESTIGATORS WERE ABLE TO DETERMINE HOW SUCCESSFUL STUDENTS WERE AFTER THEY HAD TRANSFERRED AND IN WHAT WAYS THEY HAD CHANGED OVER THE 3-YEAR PERIOD. IN ADDITION, A PARTIAL THEORY OF OCCUPATIONAL CHOICE WAS DEVELOPED BASED UPON THE CONCEPTS OF IDENTITY AND IDENTIFICATION. THE SIGNIFICANCE OF OCCUPATIONAL CHOICE AS ONE ASPECT OF IDENTITY WAS DISCUSSED. (RS)

## ED 010 385

56

CLASSROOM EPISODES FOR TEACHING PSYCHOLOGICAL PRINCIPLES AND CONCEPTS OF LEARNING.

BY- SULLIVAN, HOWARD J.    AND OTHERS  
 ARIZONA STATE UNIV., TEMPE

REPORT NUMBER BR-5-0894                      PUB DATE    MAR 66  
 REPORT NUMBER NDEA-VIIA-1230  
 REPORT NUMBER TR-9  
 EDRS PRICE    MF-\$0.09    HC-\$2.24    56P.

DESCRIPTORS- \*CLASSROOM TECHNIQUES, \*CONCEPT TEACHING, \*LEARNING PROCESSES, \*PSYCHOLOGICAL PATTERNS, \*TEACHER EDUCATION, ARIZONA, CLASSROOM COMMUNICATION, CLASSROOM ENVIRONMENT, CLASSROOM PARTICIPATION, CLASSROOM RESEARCH, CONCEPT FORMATION, FILMSTRIPS, INSTRUCTIONAL MATERIALS, SEQUENTIAL APPROACH, TAPE RECORDINGS, TEACHING GUIDES,

## TEACHING TECHNIQUES, TENPE,

THE 16 CLASSROOM EPISODES PRESENTED IN THIS REPORT WERE SELECTED BECAUSE (1) THEY RELATE CLOSELY TO IMPORTANT PRINCIPLES AND CONCEPTS OF LEARNING AND (2) THEY HAVE HIGH INSTRUCTIONAL VALUE FOR PROSPECTIVE TEACHERS. IN DEVELOPING THE EPISODE MATERIALS, THE INVESTIGATORS PHOTOGRAPHED AND TAPE RECORDED WIDE VARIETIES OF CLASSROOM EVENTS FROM ONGOING SCHOOL PROGRAMS. TYPESCRIPTS OF THE TAPE RECORDINGS WERE PRESENTED, AND THE PRINTED FILMSTRIPS THAT ACCOMPANIED THE TYPESCRIPTS DISPLAYED THE ACTUAL CLASSROOM SCENES FROM WHICH THE RECORDINGS WERE MADE. THE CLASSROOM EPISODES WERE SEQUENCED FOR EFFECTIVE INSTRUCTIONAL USE AND PRESENTED (1) INSTANCES OF SEVERAL IMPORTANT LEARNING PRINCIPLES AND CONCEPTS, (2) DIFFERENT STAGES IN SINGLE INSTRUCTIONAL LESSONS IN WHICH STUDENTS FAILED TO ATTAIN THE OBJECTIVE, AND (3) INSTANCES IN WHICH LEARNING PRINCIPLES AND CONCEPTS WERE APPLIED EFFECTIVELY. INSTRUCTIONAL NOTES AND A GLOSSARY OF CONCEPTS WERE INCLUDED WITH EACH EPISODE. (GC)

## ED 010 357

04

AN ANALYSIS OF THE EFFECTIVENESS OF CLOSED CIRCUIT TELEVISION ON TEAM TEACHING.

BY- KOVACS, ARPAD F. BENINCASA, FREDERICK

SAINT JOHNS UNIV., JAMAICA, N. Y.

REPORT NUMBER BR-5-0897

PUB DATE

65

REPORT NUMBER NDEA-VIIA-1272

GRANT OEG-7-42-1190-253

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- \*DISCUSSION (TEACHING TECHNIQUE), \*HISTORY INSTRUCTION, \*MASS INSTRUCTION, \*TELEVIEWED INSTRUCTION, \*TELEVISION TEACHERS, JAMAICA, NEW YORK, TEAM TEACHING, TELECOURSES,

THE EFFECTS OF TELEVIEWED INSTRUCTION WITH LARGE ENROLLMENTS IN COLLEGE HISTORY COURSES WAS DEFINED AND EVALUATED. ONE INSTRUCTOR PRESENTED LECTURES BY TELEVISION TO AN EXPERIMENTAL GROUP AND DELIVERED THE SAME LECTURES TO A CONTROL GROUP. DISCUSSION SECTIONS OF BOTH GROUPS WERE LED BY THE SAME INSTRUCTORS, AND THE SAME MIDTERM AND FINAL EXAMINATIONS WERE GIVEN TO BOTH GROUPS IN BOTH SEMESTERS. TEST RESULTS OF THE EXPERIMENTAL GROUP WERE SIGNIFICANTLY HIGHER THAN THE RESULTS OF THE CONTROL GROUP. WHEN THE EXPERIMENTAL GROUP DISCUSSION SECTIONS WERE COMPARED WITH THE DISCUSSION SECTIONS OF THE CONTROL GROUP THAT WERE TAUGHT BY THE SAME INSTRUCTOR, THE EXPERIMENTAL SECTIONS HAD HIGHER AVERAGE SCORES. (AL)

## ED 010 388

40

IDENTIFICATION OF ORIENTATION AND MOBILITY SKILLS RELATING TO DEVELOPMENTAL TASKS FOR YOUNG BLIND CHILDREN.

BY- LORD, F.E. AND OTHERS

CALIFORNIA STATE COLL. AT LOS ANGELES

REPORT NUMBER BR-5-0980

PUB DATE

66

GRANT OEG-5-0980-4-11-3

EDRS PRICE MF-\$0.27 HC-\$0.84 171P.

DESCRIPTORS- \*BLIND CHILDREN, \*MOBILITY, \*ORIENTATION, \*RATING SCALES, \*SKILL DEVELOPMENT, CALIFORNIA, CHILD DEVELOPMENT, DEVELOPMENTAL TASKS, LOS ANGELES, MEASUREMENT INSTRUMENTS,

MEASUREMENT SCALES WERE DEVELOPED FOR USE IN DESCRIBING AND EVALUATING SKILLS WHICH BLIND CHILDREN DEVELOP FOR EXPLORING AND COMPREHENDING THEIR ENVIRONMENT, AND ATTAINING REASONABLE SELF-DEPENDENCE. STUDY FEASIBILITY EXCLUDED SOME OF THE BASIC LIVING SKILLS, LEAVING ONLY THOSE RELATED TO THE BLIND CHILD'S ORIENTATION AND MOBILITY. THE ITEMS USED IN DRAFTING THE SCALES CAME FROM SEVERAL SOURCES, INCLUDING RESEARCH STUDIES, TEACHERS OF THE BLIND, SPECIAL CONSULTANTS, AND EXISTING TESTS AND SCALES. A LIST OF 288 PERTINENT ITEMS WAS COLLECTED. EACH OF THE ITEMS, ORGANIZED INTO 58 SUBSCALES, WAS JUDGED ON THE BASES OF (1) SIGNIFICANCE, (2) FEASIBILITY OF OBSERVATION, AND (3) RANK IN DEVELOPMENTAL SEQUENCE. SUBSCALES WERE ALSO EVALUATED AS WHOLE ENTITIES. OF ALL SUBSCALES ASSESSED, 42 WERE DEEMED SUITABLE FOR FIELD TRIAL. TWELVE TOTALLY BLIND CHILDREN, REPRESENTING AGES FROM 2 TO 12 YEARS, WERE TESTED DURING THE FIELD TRIAL. THIRTY-FIVE PROMISING SUBSCALES WERE IDENTIFIED, PERTINENT TO SUCH SKILLS AS (1) AUDITORY PERCEPTION AND DISCRIMINATION, (2) WALKING, RUNNING, AND JUMPING, (3) TOUCH RECOGNITION, (4) TRAVEL MOVEMENT AND MOVEMENT REALIZATION, (5) RIGHT AND LEFT RECOGNITION, (6) DIRECTION TAKING, (7) BALANCE, AND (8) FAMILIARIZATION. (JH)

## ED 010 357

64

THE ROLE OF STUDENT RESPONSE IN LEARNING FROM THE NEW EDUCATIONAL MEDIA.

BY- MAY, MARK A.

MAY, MARK A., HAMDEN, CONN.

REPORT NUMBER BR-5-0999

PUB DATE

AUG 66

REPORT NUMBER NDEA-VIIB-530

CONTRACT OEC-5-16-006

EDRS PRICE MF-\$0.36 HC-\$0.00 200P.

DESCRIPTORS- \*BEHAVIOR, \*COVERT RESPONSE, \*LEARNING PROCESSES, \*LEARNING THEORIES, \*OVERT RESPONSE, CINCINNATI, CONNECTICUT, HAMDEN, INSTRUCTIONAL MATERIALS, OHIO, STUDENT CHARACTERISTICS,

COMBINATIONS OF OVERT AND COVERT RESPONSE PRACTICES WERE ANALYZED TO DETERMINE OPTIMAL COMBINATIONS FOR THE LEARNING PROCESS FOR (1) DIFFERENT LEARNING TASKS, (2) STUDENTS OF DIFFERENT ABILITIES, AND (3) DIFFERENT MEDIA OF PRESENTATION. IT WAS OBSERVED THAT PRACTICALLY ALL FORMS OF HUMAN LEARNING INVOLVE SUCH COVERT ACTIVITIES AS OBSERVING, LISTENING, READING, AND COGITATING, BUT DO NOT ALWAYS REQUIRE OVERT FORMS OF BEHAVIOR. THE PROBLEM WAS, THEREFORE, TO DETERMINE THE CONTRIBUTIONS TO LEARNING MADE BY OVERT RESPONDING, CONSIDERING THAT INTERFERENCE WITH COVERT PROCESSES WOULD SUBSTANTIALLY REDUCE LEARNING RATE. THE RESEARCH EFFORT WAS EXPLORATORY AND DIVERSE AS DATA WERE OBTAINED FROM APPROXIMATELY 50 SHORT EXPERIMENTS WHICH USED A WIDE VARIETY OF PROGRAMS, INSTRUCTIONAL MATERIALS, SAMPLE POPULATIONS, AND TEST METHODS. FROM THE RESEARCH OF APPROXIMATELY 100 INDIVIDUALS USING A VARIETY OF PROGRAMS AND INSTRUCTIONAL MATERIALS, A SET OF TENTATIVE PROPOSITIONS WAS SET FORTH--(1) IN AMOUNTS LEARNED PER UNIT OF TIME, COVERT RESPONDING IS MORE EFFICIENT THAN COVERT PLUS OVERT, SINCE OVERT RESPONDING ALWAYS REQUIRES ADDITIONAL TIME, (2) WHEN INSTRUCTION IS CONDUCTED IN THREE PHASES OF--(A) OBSERVING, LISTENING, OR STUDYING, (B) TESTING, ANSWERING, OR RECITING, AND (C) CONFIRMATION OR CORRECTION,--OVERT RESPONDING CONTRIBUTES MORE TO LEARNING IN THE SECOND PHASE THAN IT DOES IN EITHER

THE FIRST OR THIRD, AND (3) NO ONE RESPONSE MODE IS OPTIMAL IN ALL SITUATIONS. SOME INDIVIDUALS, HOWEVER, ADVOCATE OVERT ANSWERING RESPONSES FOR ALL FORMS OF PROGRAMED INSTRUCTION. (JH)

**ED 010 390**

24

RELATIONSHIPS BETWEEN TEACHER CHARACTERISTICS AND STUDENT BEHAVIOR--PART 111.

BY- WALLEN, NORMAN E.

UNIVERSITY OF UTAH, SALT LAKE CITY

REPORT NUMBER BR-5-1045

PUB DATE OCT 66

REPORT NUMBER CRP-2628

CONTRACT OEC-SAE-5-10-181

EDRS PRICE MF-\$0.27 HC-\$7.44 186P.

DESCRIPTORS- \*ELEMENTARY SCHOOL TEACHERS, \*STUDENT BEHAVIOR, \*STUDENT TEACHER RELATIONSHIP, \*TEACHER CHARACTERISTICS, \*TEACHER EVALUATION, PRIMARY GRADES, SALT LAKE CITY, TEST RESULTS, UTAH,

A SAMPLE OF 76 TEACHERS AND THEIR PUPILS, GRADES 1 AND 3, WAS USED IN THIS STUDY TO EXAMINE (1) RELATIONSHIPS BETWEEN SPECIFIC TEACHER MEASURES AND PUPIL (CLASS) CHANGE AND STATUS MEASURES, (2) CONSISTENCIES AMONG MEASURES OF TEACHER BEHAVIOR, (3) RELATIONSHIPS BETWEEN TEACHER BEHAVIOR AND TEACHER TEST DATA, AND (4) SPECIFIC TEACHER-PUPIL CLASSROOM INTERACTIONS. THE FOUR PARTS OF TEACHER BEHAVIOR STUDIED WERE CONTROL OF CLASS, AFFILIATION WITH THE STUDENT, STIMULATION OF PRESENTATION, AND ACADEMIC ACHIEVEMENT ORIENTATION. ON THE BASIS OF MEASUREMENTS OBTAINED USING THE STUDY SAMPLE AND ANALYSES OF RESULTING DATA, IT APPEARED THAT TEACHERS IN THE THIRD GRADE SHOULD BE STIMULATING AND INTELLECTUALLY EFFECTIVE AND, AT THE SAME TIME, WARM AND SUPPORTIVE PERSONS IF SUCH "DESIRABLE" OUTCOMES AS GAIN IN ACHIEVEMENT, LIKING FOR SCHOOL, LESS ANXIETY, AND INCREASE IN DIVERGENT THINKING ARE TO BE ACHIEVED. SUGGESTED QUALITIES OF GOOD FIRST-GRADE TEACHERS WERE ALSO STIMULATING AND INTELLECTUALLY EFFECTIVE CHARACTERISTICS, BUT SUCH OTHER CHARACTERISTICS AS OVERT AFFECTION AND STRONG PERSONALITY NEEDS FOR ACHIEVEMENT AND CONTROL WERE NEGATIVELY CORRELATED WITH "DESIRABLE" PUPIL OUTCOMES. CERTAIN PSYCHOLOGICAL TESTS USED IN THE STUDY OFFERED PROMISE IN THE PREDICTION OF SUCH TEACHER CHARACTERISTICS. OTHER RESEARCH EFFORTS CONDUCTED IN THE SUBJECT AREA, EITHER SINGLY OR JOINTLY BY THE AUTHOR OF THIS REPORT, WERE FUNDED, UNDER CONTRACTS OEC-444(8029), OEC-2-10-013, AND OEC-4-10-034. (JH)

**ED 010 391**

24

STAFF CONFLICTS IN THE PUBLIC SCHOOLS.

BY- CORWIN, RONALD G.

OHIO STATE UNIV., COLUMBUS

REPORT NUMBER CRP-2637

PUB DATE 66

REPORT NUMBER BR-5-1125

EDRS PRICE MF-\$0.81 HC-\$20.28 507P.

DESCRIPTORS- \*ADMINISTRATIVE PROBLEMS, \*ADMINISTRATOR ROLE, \*ROLE CONFLICTS, \*SCHOOL ORGANIZATION, \*TEACHER ROLE, COLUMBUS, EVALUATION METHODS, OHIO,

SEVERAL CRITICAL COMPONENTS OF PUBLIC SCHOOL ORGANIZATION AND THEIR RELATIONSHIP TO STAFF CONFLICT WERE STUDIED. A SAMPLE OF 1,976 FACULTY MEMBERS IN 28 PUBLIC HIGH

SCHOOLS WAS SELECTED FOR QUESTIONING AND INTERVIEWING. THE FINDINGS DISCUSSED WERE (1) TYPICAL PATTERNS OF ORGANIZATION, (2) ASSOCIATIONS BETWEEN ORGANIZATIONAL VARIABLES AND CONFLICT, (3) DEPARTMENTAL ANALYSES, (4) CONTENT ANALYSES, AND (5) ANALYSES OF INDIVIDUALS. STAFF CONFLICT APPEARED TO BE DIRECTLY RELATED TO THE PROFESSIONAL ORIENTATION OF SCHOOL BUREAUCRACIES. CONFLICT APPEARED TO INCREASE IN THE BUREAUCRATIZATION OF MORE PROFESSIONAL ORGANIZATIONS. BUREAUCRATIZATION, HOWEVER, WAS FOUND TO BE A DIRECT RESPONSE TO SUCH OTHER CONDITIONS AS PROFESSIONALISM, ORGANIZATIONAL COMPLEXITY, AND STAFF TURNOVER WHICH, IN TURN, WERE DIRECTLY ASSOCIATED WITH CONFLICT. A SIGNIFICANT CONCLUSION WAS, THEREFORE, THAT CONFLICT NOT ONLY REPRESENTS THE BREAKDOWN OF SCHOOL ORGANIZATIONS, BUT THE CAUSE OF THE ORGANIZATIONAL TYPES OBSERVED. (RS)

**ED 010 392**

24

AN ADVANCED PLACEMENT PROGRAM IN HIGH SCHOOL CORRESPONDENCE STUDY.

BY- CHILDS, GAYLE B.

UNIVERSITY OF NEBRASKA, LINCOLN

REPORT NUMBER CRP-2010-A

PUB DATE 66

REPORT NUMBER BR-5-0386-A

EDRS PRICE MF-\$0.09 HC-\$0.68 17P.

DESCRIPTORS- \*ADVANCED PLACEMENT, \*COLLEGE PLACEMENT, \*CORRESPONDENCE COURSES, \*HIGH SCHOOL STUDENTS, \*STUDY GUIDES, ADVANCED STUDENTS, ENGLISH, HISTORY, LINCOLN, MATHEMATICS, NEBRASKA,

CORRESPONDENCE STUDY GUIDES FOR HIGH SCHOOL STUDENTS WERE PREPARED IN THE SUBJECTS OF MATHEMATICS, ENGLISH, AMERICAN HISTORY, AND EUROPEAN HISTORY FOR AN ADVANCED COLLEGE-PLACEMENT PROGRAM. INFORMATION ABOUT THE PROGRAM WAS MADE WIDELY AVAILABLE TO HIGH SCHOOLS IN NEBRASKA. BY THE FALL OF 1965, HOWEVER, IT BECAME APPARENT THAT THE NUMBER OF STUDENTS ENROLLED IN THE PROGRAM WAS NOT SUFFICIENT TO PERMIT COMPARISONS OF ACHIEVEMENT TO BE MADE. NO DATA, THEREFORE, WERE COLLECTED, AND THE PROGRAM WAS TERMINATED. ANOTHER REPORT ON THIS PROJECT IS ED 010 393. (GC)

**ED 010 393**

24

AN ADVANCED PLACEMENT COURSE IN ANALYTIC GEOMETRY AND CALCULUS (MATHEMATICS XV X AP).

BY- NIENTKA, WALTER E. DEROLF, JOHN J.

UNIVERSITY OF NEBRASKA, LINCOLN

REPORT NUMBER CRP-2010-B

PUB DATE 64

REPORT NUMBER BR-5-0386-B

EDRS PRICE MF-\$0.27 HC-\$5.28 132P.

DESCRIPTORS- \*ADVANCED PLACEMENT, \*ANALYTIC GEOMETRY, \*CALCULUS, \*CORRESPONDENCE COURSES, \*TEXTBOOKS, ADVANCED STUDENTS, COLLEGE PLACEMENT, CURRICULUM GUIDES, HIGH SCHOOL STUDENTS, LESSON PLANS, LINCOLN, NEBRASKA, STUDY GUIDES,

THIS TEXT ON ANALYTIC GEOMETRY AND CALCULUS IS A CORRESPONDENCE COURSE DESIGNED FOR ADVANCED PLACEMENT OF HIGH SCHOOL STUDENTS IN COLLEGE. EACH OF THE 21 LESSONS INCLUDES READING ASSIGNMENTS AND LISTS OF PROBLEMS TO BE WORKED. IN ADDITION, SUPPLEMENTARY EXPLANATIONS AND COMMENTS ARE INCLUDED THAT (1) PROVIDE ILLUSTRATIVE EXAMPLES OF CONCEPTS AND TECHNIQUES DISCUSSED IN THE TEXT, (2) CLARIFY IMPORTANT

DEFINITIONS AND PROOFS GIVEN IN THE TEXT, AND (3) BROADEN THE SCOPE OF THE COURSE BY INTRODUCING IMPORTANT CONCEPTS NOT DETAILED BY THE TEXT. ANOTHER REPORT ON THIS PROJECT IS ED 010 392. (6C)

**ED 010 394**

08

CONFERENCE TO ESTABLISH GUIDELINES FOR RESEARCH IN OFFICE EDUCATION.

BY- GRATZ, J.E.

SHIPPENSBURG STATE COLL., PA.

REPORT NUMBER BR-5-1202

PUB DATE AUG 66

GRANT OEG-1-6-051202-1092

EDRS PRICE MF-\$0.10 HC-\$3.36 84P.

DESCRIPTORS- \*CONFERENCES, \*EDUCATIONAL RESEARCH, \*OFFICE OCCUPATIONS, \*RESEARCH OPPORTUNITIES, \*RESEARCH PROJECTS, \*VOCATIONAL EDUCATION, BUSINESS EDUCATION, PENNSYLVANIA, SHIPPENSBURG,

A RESEARCH CONFERENCE WAS HELD TO ESTABLISH GUIDELINES AND PRIORITIES FOR NEEDED RESEARCH IN OFFICE EDUCATION. CONFERENCE LEADERS, SPEAKERS, AND PARTICIPANTS WERE DRAWN FROM STATE SUPERVISORS OF VOCATIONAL EDUCATION, RESEARCH ASSISTANTS IN VOCATIONAL EDUCATION, TEACHERS SPECIALIZING IN BUSINESS EDUCATION, BUSINESS MANAGERS, LABOR LEADERS, AND MEMBERS OF THE U.S. OFFICE OF EDUCATION. THREE WORKING GROUPS WERE FORMED--A BUSINESS EDUCATION GROUP, A MANAGEMENT GROUP, AND A LABOR GROUP. EACH GROUP DEVELOPED A LIST OF NEEDED RESEARCH ACTIVITIES IN ITS RESPECTIVE AREA, GAVE PRIORITIES TO THESE RESEARCH NEEDS, AND DEVELOPED PRELIMINARY GUIDELINES FOR THE UTILIZATION OF THE RESEARCH. (6C)

**ED 010 395**

48

AN EXPERIMENTAL RE-STRUCTURING OF THE UNDERGRADUATE FOREIGN LANGUAGE CURRICULUM WITH SUPPORTING RESEARCH IN TEACHING TECHNIQUES.

BY- SMITHER, WILLIAM J. AND OTHERS  
TULANE UNIV. OF LOUISIANA, NEW ORLEANS

REPORT NUMBER BR-5-1223

PUB DATE AUG 66

CONTRACT OEC-SAE-8941

EDRS PRICE MF-\$0.36 HC-\$10.20 257P.

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*FRENCH, \*LANGUAGE PROGRAMS, \*SPANISH, \*TEACHING TECHNIQUES, ACADEMIC ACHIEVEMENT, COLLEGE INSTRUCTION, CURRICULUM ENRICHMENT, EXPERIMENTAL PROGRAMS, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY USE, LOUISIANA, NEW ORLEANS, ORAL COMMUNICATION, STUDENT NEEDS,

THE FRENCH AND SPANISH LANGUAGE PROGRAMS AT TULANE UNIVERSITY WERE REORGANIZED TO MAKE THE PROGRAMS MORE COMPATIBLE WITH THE NEEDS OF STUDENTS AND TO INTRODUCE INNOVATIVE AUDIOLINGUAL TEACHING TECHNIQUES. THE OBJECT WAS TO PREPARE STUDENTS, AFTER 2 YEARS OF INSTRUCTION, FOR SURVEY AND LITERATURE COURSES TAUGHT IN THE LANGUAGES. IN ADDITION, MONITORED AND UNMONITORED LANGUAGE LABORATORY SESSIONS WERE COMPARED. AFTER 3 YEARS OF STUDY, THE FOLLOWING CONCLUSIONS WERE REACHED--(1) TRADITIONAL LANGUAGE PROGRAMS CAN BE RESTRUCTURED EFFECTIVELY TO TAKE MAXIMUM ADVANTAGE OF A STRICTLY AUDIOLINGUAL SEQUENCE OF INSTRUCTION, (2) FOREIGN LANGUAGE MAJORS CAN BE TRAINED IN SUCH A RESTRUCTURED PROGRAM TO ACHIEVE AT LEAST MINIMAL RATINGS ON PROFICIENCY TESTS, (3)

ACHIEVEMENT DIFFERENCES FAVOR MONITORED VERSUS UNMONITORED LABORATORY WORK, AND (4) THE RESTRUCTURED LANGUAGE PROGRAM (AS DESCRIBED HERE) IS READILY ADAPTABLE TO THE NORMAL COLLEGE SITUATION. (JH)

**ED 010 396**

48

AN INTRODUCTION TO SPOKEN HAUSA. PRELIMINARY EDITION.

BY- KRAFT, CHARLES H. ABUBAKAR, SALISU  
MICHIGAN STATE UNIV., AFRICAN STUDIES CENTER

REPORT NUMBER BR-5-1248-A

PUB DATE 65

REPORT NUMBER MONOGRAPH-5

CONTRACT OEC-4-14-016

EDRS PRICE MF-\$0.63 HC-\$16.80 420P.

DESCRIPTORS- \*HAUSA, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PRONUNCIATION INSTRUCTION, \*SPEECH INSTRUCTION, EAST LANSING, MICHIGAN,

CONVERSATION EXERCISES AND PRONUNCIATION DRILLS ARE USED IN THIS TEXT FOR TEACHING HAUSA, A LANGUAGE OF NORTHERN NIGERIA. FOR CULTURAL READINGS IN THE HAUSA LANGUAGE, REFER TO ED 010 397. IN ADDITION, ED 010 398 AND ED 010 399 ARE SUPPLEMENTARY WORKBOOKS TO THE BASIC TEXTS. (LP)

**ED 010 397**

40

CULTURAL MATERIALS IN HAUSA, FOR USE IN INTERMEDIATE AND ADVANCED COURSES IN HAUSA. PRELIMINARY EDITION.

BY- KRAFT, CHARLES H.

MICHIGAN STATE UNIV., AFRICAN STUDIES CENTER

REPORT NUMBER BR-5-1248-B

PUB DATE 66

REPORT NUMBER MONOGRAPH-6-A

CONTRACT OEC-4-14-016

EDRS PRICE MF-\$0.45 HC-\$13.32 333P.

DESCRIPTORS- \*HAUSA, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*READING MATERIALS, CULTURAL BACKGROUND, EAST LANSING, MICHIGAN,

CULTURAL READING MATERIALS ARE PROVIDED FOR COURSES IN INTERMEDIATE OR ADVANCED HAUSA, A LANGUAGE OF NORTHERN NIGERIA. REFER TO ED 010 396 FOR AN INTRODUCTORY TEXT IN SPOKEN HAUSA, AND TO ED 010 398 AND ED 010 399 FOR COURSE WORKBOOKS. (LP)

**ED 010 398**

48

WORKBOOK IN INTRODUCTORY HAUSA. PRELIMINARY EDITION.

BY- KRAFT, CHARLES H. AND OTHERS  
MICHIGAN STATE UNIV., AFRICAN STUDIES CENTER

REPORT NUMBER BR-5-1248-C

PUB DATE 66

CONTRACT OEC-4-14-016

EDRS PRICE MF-\$0.18 HC-\$4.84 121P.

DESCRIPTORS- \*HAUSA, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*MANUALS, EAST LANSING, MICHIGAN,

THIS WORKBOOK PROVIDES SUPPLEMENTARY MATERIALS FOR USE IN A COURSE IN HAUSA, A NIGERIAN LANGUAGE. THREE TYPES OF SUPPLEMENTARY MATERIALS ARE PROVIDED--(1) PICTURES FOR USE WITH LESSON UNITS PLUS SUPPLEMENTARY VOCABULARY ITEMS, (2) A SERIES OF SAMPLE TESTS, AND (3) A SERIES OF EXPANSION DRILLS. INCLUDED, ALSO, ARE A FEW VOCABULARY LEARNING HINTS AND A SECTION ON GESTURES. RELATED REPORTS ARE ED 010 396 THROUGH

ED 010 399. (LP)

## ED 010 399

40

WORKBOOK IN INTERMEDIATE AND ADVANCED HAUSA, FOR USE WITH THE TEXT--CULTURAL MATERIALS IN HAUSA.

BY- KRAFT, CHARLES H.

MICHIGAN STATE UNIV., AFRICAN STUDIES CENTER

REPORT NUMBER BR-5-1240-D

PUB DATE 66

REPORT NUMBER MONOGRAPH-6-B

CONTRACT OEC-4-14-016

EDRS PRICE MF-\$0.27 HC-\$7.44 186P.

DESCRIPTORS- \*HAUSA, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*MANUALS, \*PRONUNCIATION INSTRUCTION, EAST LANSING, MICHIGAN, VOCABULARY,

THIS WORKBOOK PROVIDES SUPPLEMENTARY MATERIALS FOR USE IN A COURSE IN HAUSA, A NIGERIAN LANGUAGE. EXERCISES EMPHASIZE CONVERSATION, PRONUNCIATION, AND VOCABULARY. THE BOOK ACCOMPANIES ED 010 397, A HAUSA TEXT OF CULTURAL READING MATERIALS. REFER TO ED 010 396 AND ED 010 398 FOR OTHER DOCUMENTS IN THE SERIES. (JH)

## ED 010 400

04

WORD FREQUENCY IN THE MODERN GERMAN SHORT STORY. FINAL REPORT.

BY- SCHERER, GEORGE A. AND OTHERS

UNIVERSITY OF COLORADO, BOULDER

REPORT NUMBER DR-5-1251

PUB DATE 65

EDRS PRICE MF-\$0.18 HC-\$4.52 113P.

DESCRIPTORS- \*ANTHOLOGIES, \*GERMAN, \*LANGUAGE RESEARCH, \*LITERATURE, \*VOCABULARY, BOULDER, COLORADO, COMPUTER PROGRAMS, LANGUAGE GUIDES, PROGRAMING, WRITTEN LANGUAGE,

A LIST OF THE MOST FREQUENTLY USED WORDS IN MODERN GERMAN SHORT STORIES WAS COMPILED. AN ANTHOLOGY OF 702 RECENTLY PUBLISHED, GERMAN SHORT STORIES WAS OBTAINED AND USED FOR A WORD COUNT, INVOLVING THE RANDOM SELECTION OF 4 WORDS IN EVERY 100-WORD PASSAGE. TWO INDEPENDENT RANDOM SAMPLES OF ABOUT 80,000 WORDS EACH WERE DRAWN FROM NEARLY 2 MILLION WORDS. THESE TWO DIFFERENT SAMPLES WERE THEN COMPARED AND THE RELIABILITY OF THE OBTAINED FREQUENCY ESTIMATES WERE ASSESSED. A COMPUTER PROGRAM WAS DEVELOPED, THE SAMPLE WORDS WERE KEYPUNCHED, AND THE PUNCHED CARDS WERE SORTED AND ALPHABETIZED. THREE TAPES WERE PRINTED WHICH INCLUDED (1) ALPHABETICAL LISTS OF ALL WORDS IN BOTH SAMPLES, (2) AN ACTUAL FREQUENCY LIST FOR EACH OF THE SAMPLES, AND (3) A COLLATED FREQUENCY LIST OF BOTH SAMPLES. THE REPORT INCLUDED (1) AN ANTHOLOGICAL LISTING BY ALPHABETICAL CODE, (2) AN ALPHABETICAL LISTING OF AUTHORS, (3) POLICY DECISIONS ON SEGMENTING, AND (4) THE COLLATED FREQUENCY LIST. (6C)

## ED 010 401

04

EXPERIMENTATION WITH TAPED MATERIALS AND NATIVE INFORMANTS TO DEVELOP FOR SMALL COLLEGES SOME PROGRAMS OF INDEPENDENT STUDY IN THE NEGLECTED LANGUAGES.

BY- BOYD-BOWMAN, PETER

KALAMAZOO COLL., MICH.

REPORT NUMBER BR-5-1270-A

PUB DATE SEP 65

STATE UNIV. OF N. Y., SUNY AT BUFFALO

CONTRACT OEC-5-14-023

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*INDEPENDENT STUDY, \*LANGUAGE INSTRUCTION, \*LANGUAGE PROGRAMS, \*SMALL SCHOOLS, BUFFALO, COLLEGE INSTRUCTION, COLLEGE STUDENTS, KALAMAZOO, MICHIGAN, MODERN LANGUAGES, NEGLECTED LANGUAGE PROGRAM (NLP), NEW YORK, ORAL COMMUNICATION, PRONUNCIATION,

A SIMPLE, INEXPENSIVE, AND LARGELY SELF-INSTRUCTIONAL LANGUAGE PROGRAM WAS ESTABLISHED AND EVALUATED FOR FIVE ACADEMIC QUARTERS AT KALAMAZOO COLLEGE IN MICHIGAN. THE PROGRAM WAS CALLED THE "NEGLECTED LANGUAGE PROGRAM" (NLP) AND OFFERED INSTRUCTION IN MANDARIN CHINESE, JAPANESE, HINDI-URDU, PERSIAN, SWAHILI, AND BRAZILIAN PORTUGUESE. ITS PURPOSE WAS TO LAY A FOUNDATION OF ORAL COMPETENCE IN THE LANGUAGES ROUGHLY EQUIVALENT TO THE BEGINNING THREE TERMS OF FORMAL INSTRUCTION ELSEWHERE. STUDENTS WHO ACQUIRED THIS BASIC COMPETENCE WOULD THEN BE ENCOURAGED TO CONTINUE THEIR LANGUAGE STUDY AT AN INSTITUTION WHERE FORMAL INSTRUCTION COULD BE OFFERED. DURING 5 QUARTERS, 23 CAREFULLY SCREENED STUDENTS PARTICIPATED IN THE PROGRAM BY TAKING, FOR REGULAR ACADEMIC CREDIT, FROM 2 TO 4 QUARTERS OF ONE OF THE LANGUAGES OFFERED. WORKING AT THEIR OWN SPEED WITH COMMERCIALY AVAILABLE MATERIALS AND WITH FOREIGN STUDENTS (ACTING AS PRONUNCIATION DRILL MASTERS, NOT AS INSTRUCTORS), THESE STUDENTS CONSISTENTLY DEMONSTRATED THEIR ABILITY TO KEEP UP WITH FIRST- AND SECOND-YEAR SPOKEN LANGUAGE CLASSES TAUGHT BY LIVE INSTRUCTORS ELSEWHERE. SELF-INSTRUCTION IN THE WRITING SYSTEMS OF THE LANGUAGES ALSO YIELDED SATISFACTORY RESULTS, BUT PRIMARY EMPHASIS CONTINUED TO BE PLACED ON LISTENING COMPREHENSION AND SPEAKING. REFER TO ED 010 402 FOR A MANUAL PREPARED FOR DIRECTORS OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS. (JH)

## ED 010 402

04

SELF-INSTRUCTION IN THE NON-WESTERN LANGUAGES--A MANUAL FOR PROGRAM DIRECTORS.

BY- BOYD-BOWMAN, PETER

KALAMAZOO COLL., MICH.

REPORT NUMBER BR-5-1270-B

PUB DATE SEP 65

STATE UNIV. OF N. Y., SUNY AT BUFFALO

CONTRACT OEC-5-14-023

EDRS PRICE MF-\$0.09 HC-\$1.28 32P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*COLLEGE INSTRUCTION, \*INDEPENDENT STUDY, \*LANGUAGE PROGRAMS, \*MANUALS, BUFFALO, MODERN LANGUAGES, NEGLECTED LANGUAGE PROGRAM (NLP), NEW YORK, ORAL COMMUNICATION, SMALL SCHOOLS,

THIS INSTRUCTIONAL MANUAL WAS PREPARED FOR COLLEGE ADMINISTRATORS WHO WISH TO ESTABLISH AUTOINSTRUCTIONAL PROGRAMS IN LANGUAGES NOT OFFERED IN THE REGULAR CLASS SCHEDULES OF THEIR INSTITUTIONS. SUCH PROGRAMS WOULD EMPHASIZE INDEPENDENT STUDY WITH COMMERCIALY AVAILABLE TEXTS AND TAPE RECORDINGS, AND PRONUNCIATION DRILLS SUPERVISED BY NATIVE SPEAKERS (FOREIGN STUDENTS). OVERALL EMPHASIS WOULD BE PLACED ON LISTENING COMPREHENSION AND SPEAKING, WITH SECONDARY IMPORTANCE GIVEN TO WRITING. FIVE SUCH LANGUAGE PROGRAMS WERE SET UP AND EVALUATED FOR FIVE ACADEMIC QUARTERS AT KALAMAZOO COLLEGE IN MICHIGAN. AN EVALUATION OF THIS "NEGLECTED LANGUAGE PROGRAM" (NLP) CAN BE FOUND IN ED 010 401. (JH)

## ED 010 403

08

EVALUATING THE EFFICIENCY AND EFFECTIVENESS OF  
SELF-INSTRUCTIONAL METHODS FOR SELECTED AREAS OF VOCATIONAL  
EDUCATION--PROGRESS REPORT.

BY- COFFEY, JOHN L.

BATTELLE MEMORIAL INST., COLUMBUS, OHIO

REPORT NUMBER BR-5-1363

REPORT NUMBER ERD-539

GRANT OEG-3-6-DD0539-1215

EDRS PRICE MF-\$0.18 HC-\$2.96 74P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL METHODS, \*IDENTIFICATION,  
\*JOB SKILLS, \*VOCATIONAL EDUCATION, COLUMBUS, JOB ANALYSIS,  
OCCUPATIONAL INFORMATION, OHIO,

A METHOD FOR IDENTIFYING VOCATIONAL SKILLS REQUIRED FOR  
MACHINE TRADES WAS REPORTED. STANDARDIZED PROCEDURES FOR  
IDENTIFYING SKILLS AND FOR ANALYZING VOCATIONAL CONTENT  
INFORMATION WERE DEVELOPED FOR APPLICATION TO AREAS OF  
VOCATIONAL EDUCATION. PROCEDURAL DEVELOPMENTS INCLUDED (1)  
SKILLS DEFINITION AND SCOPE, (2) A LITERATURE SEARCH, (3)  
METHOD DEVELOPMENT, (4) METHOD APPLICATION, AND (5)  
CONFERENCES, WORKSHOPS, AND INTERVIEWS WITH VOCATIONAL  
EDUCATORS. A FLOW CHART WITH VOCATIONAL SKILL DESCRIPTIONS,  
CONTENT INFORMATION, AND MEASURING INSTRUMENTS WAS INCLUDED  
IN THE REPORT. (6C)

## ED 010 404

24

AN EXPLORATORY STUDY OF READING-THINKING PATTERNS AMONG  
CHILDREN OF VARYING ABILITIES.

BY- HENDERSON, EDHUND H. LONG, BARBARA H.

UNIVERSITY OF DELAWARE, NEWARK

REPORT NUMBER BR-5-8075

REPORT NUMBER CRP-5-374

CONTRACT OEC-5-10-440

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- \*CONCEPT FORMATION, \*READING ACHIEVEMENT,  
\*READING PROCESSES, \*SELF CONCEPT, \*THOUGHT PROCESSES,  
COGNITIVE ABILITY, CREATIVITY, DELAWARE, ELEMENTARY SCHOOL  
STUDENTS, GIFTED, GRADE 5, NEWARK, PENNSYLVANIA, READING  
DECISIONS TEST, YARDLEY,

THE RELATIONSHIP BETWEEN "READING DECISIONS" AND EACH OF  
THE FOLLOWING VARIABLES WAS INVESTIGATED--(1) READING  
ACHIEVEMENT NOT RELATED TO INTELLIGENCE, (2) INDEPENDENT  
MEASURES OF ORIGINALITY AND OPINION FORMATION, AND (3) THE  
PERSONALITY CHARACTERISTICS OF INDEPENDENCE, INDIVIDUALISM,  
AND SELF-ESTEEM. THE TERM "READING DECISIONS" WAS USED TO  
DENOTE INDIVIDUAL STUDENT RECOGNITIONS OF THE POSSIBILITY OF  
DIVERGENT PLOT OUTCOMES AT THE BEGINNING AND AT THE MIDPOINT  
OF A STORY. IN THIS STUDY, MEASURED "RECOGNITIONS OF  
POSSIBILITIES" WERE OBTAINED FROM A SAMPLE OF HIGH-ABILITY  
FIFTH-GRADE STUDENTS BEFORE AND DURING THEIR READING OF A  
SHORT STORY. NO SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN  
THE STUDENTS' "READING DECISIONS" AND THE VARIABLES OF  
ORIGINALITY, OPINION FORMATION, OR PERSONALITY  
CHARACTERISTICS. SOME SIGNIFICANT INTERACTIONS, HOWEVER, WERE  
FOUND BETWEEN CERTAIN ASPECTS OF "READING DECISIONS" AND  
READING ACHIEVEMENT CORRECTED FOR IQ. THIS FINDING WAS  
REPLICATED USING A LARGER SAMPLE POPULATION. IN A MAJOR  
BYPRODUCT OF THIS STUDY, THE INVESTIGATORS WERE ABLE TO

RELATE SEVERAL MEASURES OF SELF-CONCEPT TO READING  
ACHIEVEMENT RELATIVE TO ARITHMETIC. THOSE STUDENTS WITH HIGH  
READING ACHIEVEMENT SCORES (RELATIVE TO READING ACHIEVEMENT  
CORRECTED FOR ARITHMETIC) SHOWED BETTER SOCIAL ORIENTATIONS  
AND APPEARED TO DISCRIMINATE THEMSELVES AS BEING BOTH  
DIFFERENT AND COMPLEX. GIRLS WITH HIGH READING ACHIEVEMENT  
SCORES WERE SIGNIFICANTLY HIGHER IN SELF-ESTEEM THAN WERE  
BOYS WITH HIGH READING ACHIEVEMENT SCORES. (JH)

## ED 010 405

24

MEASURES OF CHILD INVOLVEMENT AND ALIENATION FROM THE SCHOOL  
PROGRAM.

BY- RHEA, BUFORD AND OTHERS

BOSTON COLL., CHESTNUT HILL, MASS.

REPORT NUMBER CRP-5-363

PUB DATE 66

REPORT NUMBER BR-5-8079

EDRS PRICE MF-\$0.27 HC-\$5.20 130P.

DESCRIPTORS- \*EDUCATIONAL OBJECTIVES, \*SCHOOL ENVIRONMENT,  
\*SCHOOL INVOLVEMENT, \*STUDENT ATTITUDES, \*STUDENT OPINION,  
CHESTNUT HILL, EDUCATIONAL PHILOSOPHY, HIGH SCHOOL STUDENTS,  
INTERVIEWS, MASSACHUSETTS, QUESTIONNAIRES, STUDENT REACTION,

STUDENTS FROM TWO HIGH SCHOOLS WERE SURVEYED TO GATHER  
INFORMATION ABOUT ALIENATION AND INVOLVEMENT IN SCHOOL. A  
LITERATURE SEARCH REVEALED A VERY LIMITED NUMBER OF STUDIES  
ON THE SUBJECT. BOTH TAPE-RECORDED INTERVIEWS AND  
QUESTIONNAIRES WERE USED FOR DATA COLLECTION. QUESTIONNAIRES  
USED WERE (1) FILL-IN, MULTIPLE CHOICE, AND FORCED CHOICE  
ITEMS, (2) LETTER GRADING OF SCHOOL CHARACTERISTICS, AND (3)  
A NUMERICALLY SCALED AGREEMENT-DISAGREEMENT FORM. THE  
FINDINGS INDICATED NO EVIDENCE OF ANY LARGE-SCALE ALIENATION.  
STUDENTS APPEARED TO VALUE THEIR EDUCATION, HOWEVER,  
PRIMARILY IN TERMS OF INSTRUMENTAL PERFORMANCE AT THE EXPENSE  
OF SUBSTANTIVE INVOLVEMENTS. AN ACCEPTANCE OF THE EDUCATIONAL  
ENVIRONMENT WAS OBSERVED, BUT WITH A PREEMINENT DESIRE FOR  
GETTING THROUGH SCHOOL AND FOR GOING ON TO COLLEGE. LITTLE  
INTEREST WAS EXPRESSED FOR SOCIOLOGICAL EXPERIENCES WHICH THE  
HIGH SCHOOL CURRICULUM PRESUMABLY COULD AFFORD. (6C)

## ED 010 406

04

PARTICIPANT-OBSERVATIONAL STUDY OF THE PRINCETON SUMMER  
STUDIES PROGRAM FOR ENVIRONMENTALLY DEPRIVED HIGH SCHOOL  
BOYS.

BY- BRESSLER, MARVIN WILCOX, PRESTON

PRINCETON UNIV., N. J.

REPORT NUMBER BR-5-8114

PUB DATE SEP 66

REPORT NUMBER CRP-5-128

CONTRACT OEC-5-10-061

EDRS PRICE MF-\$0.18 HC-\$2.40 60P.

DESCRIPTORS- \*CREATIVE THINKING, \*DISADVANTAGED ENVIRONMENT,  
\*DISADVANTAGED YOUTH, \*STUDENT MOTIVATION, \*SUMMER PROGRAMS,  
CREATIVE DEVELOPMENT, HIGH SCHOOL STUDENTS, LEARNING  
ACTIVITIES, MALES, NEGRO STUDENTS, NEW JERSEY, OBSERVATION,  
PRINCETON, SELF CONCEPT, SELF EXPRESSION,

A SUMMER PROGRAM WAS CONDUCTED FOR DISADVANTAGED YOUTHS  
TO ENGAGE IN ACTIVITIES OF CREATIVE THINKING AND EXPRESSION,  
WIDE EXPLORATION, FREE QUESTIONING, AND SELF-ESTEEM  
DEVELOPMENT. FORTY HIGH SCHOOL SOPHOMORE BOYS (PREDOMINATELY  
NEGRO) WERE COUNSELED, GUIDED, AND INSTRUCTED IN SUCH SUBJECT

AREAS AS LITERATURE, SCIENCE, AND ART. THE RESEARCH METHOD EMPLOYED WAS PARTICIPANT-OBSERVATION, SUPPLEMENTED BY RECORD EXAMINATIONS AND SPECIALLY DEvised SURVEYS. A POST-ANALYSIS SUGGESTED THAT MANY OF THE STUDENT PARTICIPANTS EXHIBITED INCREASED ACADEMIC PROFICIENCY, BETTER ATTITUDES TOWARD LEARNING, AND GREATER PARTICIPATION IN SCHOOL AND COMMUNITY ACTIVITIES. INDICATIONS WERE THAT A SIMILAR PROGRAM MIGHT BE ADVANTAGEOUSLY ADOPTED IN MANY GEOGRAPHICAL AREAS. (RS)

## ED 010 407

24

ANXIETY, PHYSIOLOGICALLY AND PSYCHOLOGICALLY MEASURED, AND ITS CONSEQUENCES ON MENTAL TEST PERFORMANCE.  
BY- CHAMBERS, ALMA C. HOPKINS, KENNETH D.  
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES  
REPORT NUMBER BR-5-8119 PUB DATE 31 AUG 66  
REPORT NUMBER CRP-5-227  
CONTRACT OEC-5-10-324  
EDRS PRICE MF-\$0.54 HC-\$15.16 379P.

DESCRIPTORS- \*ANXIETY, \*MEDICAL EVALUATION, \*MENTAL TESTS, \*PSYCHOLOGY, \*TESTING PROGRAMS, AFFECT ADJECTIVE CHECKLIST, CALIFORNIA, GRADE 12, LOS ANGELES, MANIFEST ANXIETY SCALE, PHYSIOLOGY, S-R INVENTORY OF ANXIOUSNESS, TASK PERFORMANCE, TEST ANXIETY SCALE,

EXPERIMENTS WERE CONDUCTED TO DETERMINE THE EXTENT TO WHICH (1) EXPERIMENTALLY INDUCED ANXIETY INFLUENCES ABILITY TEST PERFORMANCE AND (2) THE VARIOUS PHYSIOLOGICAL AND PSYCHOLOGICAL MEASURES OF ANXIETY ARE RELATED. HIGH SCHOOL SENIORS WERE ADMINISTERED THE FOLLOWING MEASURES OF ANXIETY--(1) S-R INVENTORY OF ANXIOUSNESS, (2) AFFECT ADJECTIVE CHECKLIST, (3) TEST ANXIETY SCALE, AND (4) BENDIG'S SHORT FORM OF THE MANIFEST ANXIETY SCALE. THE 100 PARTICIPANTS WERE ASSIGNED AT RANDOM TO 1 OF 5 TREATMENT GROUPS (3 EXPERIMENTAL, 2 CONTROL), AND STRATIFIED BY SEX AND PROFICIENCY LEVEL. THE EXPERIMENTAL GROUPS RECEIVED ANXIETY-REDUCING, NEUTRAL, OR ANXIETY-PRODUCING INSTRUCTIONS BY TAPE RECORDER BEFORE BEING ADMINISTERED AN ACADEMIC ABILITY TEST. WHILE SUBJECTS WERE PERFORMING ON THE TEST THEIR RESPIRATION RATE AND DEPTH, HEART BEAT RATE, GALVANIC SKIN RESPONSE, SYSTOLIC AND DIASTOLIC BLOOD PRESSURE, PULSE PRESSURE, AND ORAL, FACE, AND FINGER TEMPERATURES WERE TAKEN. ONE CONTROL GROUP WAS USED TO RECORD PHYSIOLOGICAL MEASURES DURING READINGS OF A SCHOOL TEXT INSTEAD OF TAKING A TEST. OTHER CONTROL SUBJECTS TOOK THE TEST, BUT NO PHYSIOLOGICAL MEASURES WERE TAKEN UNTIL THE TEST WAS COMPLETED. RESULTING DATA WERE ANALYZED. ONE OF THE PRINCIPAL FINDINGS WAS THAT EITHER ANXIETY WAS NOT A HINDRANCE TO TEST PERFORMANCE WITHIN THE LIMITS OF THIS STUDY, OR TEST ANXIETY WAS NOT MEASURED SUFFICIENTLY BY THE PHYSIOLOGICAL RESPONSES OBTAINED. IN ADDITION, THE VARIOUS PHYSIOLOGICAL AND PSYCHOLOGICAL MEASURES WERE ESSENTIALLY UNCORRELATED. (LP)

## ED 010 408

04

A BIBLIOGRAPHY OF ALL ENGLISH-AND-AMERICAN-LITERATURE DISSERTATIONS ACCEPTED BY AMERICAN, BRITISH, AND GERMAN UNIVERSITIES FROM 1865-1964, CLASSIFIED BY PERIOD AND MAJOR AUTHORS.  
BY- MCANEE, LAWRENCE F.  
EAST TEXAS STATE UNIV., COMMERCE  
REPORT NUMBER CRP-5-301  
REPORT NUMBER BR-5-8246

PUB DATE 66

EDRS PRICE MF-\$2.07 HC-\$56.92 1,423P.

DESCRIPTORS- \*BIBLIOGRAPHY, \*DOCTORAL DEGREES, \*DOCUMENTATION, \*LITERATURE, \*RESOURCE MATERIALS, COMMERCE, GERMANY, GREAT BRITAIN, INDEXES (LOCATORS), RESEARCH PROBLEMS, TEXAS, UNITED STATES,

A BIBLIOGRAPHY OF DISSERTATIONS WAS PREPARED SO THAT THE DOCTORAL STUDENT COULD DETERMINE WHETHER OR NOT HIS PROJECTED DISSERTATION TOPIC HAD ALREADY BEEN DONE IN THE UNITED STATES, BRITAIN, OR GERMANY. INDIVIDUAL LISTINGS OF DISSERTATIONS IN THE EAST TEXAS STATE UNIVERSITY LIBRARY AND LIBRARY OF CONGRESS WERE SENT TO THE RESPECTIVE UNIVERSITIES FOR APPROVAL AND/OR CORRECTION. THE WORDING OF THE TITLES, THE SPELLING OF THE AUTHORS' NAMES, AND THE SELECTION OF YEARS IN WHICH THE DISSERTATIONS WERE ACCEPTED WERE DERIVED FROM THE OFFICIAL RECORDS OF THE INSTITUTIONS CONCERNED. THE VOLUME INCLUDED (1) UNIVERSITY CODES, (2) AREA CODES, (3) INDEX OF AREAS AND MAJOR AUTHORS, (4) BIBLIOGRAPHY, (5) CROSS INDEX OF AUTHORS, (6) LISTING OF AUTHORS OF DISSERTATIONS, AND (7) CROSS INDEX OF TOPICS. (RS)

## ED 010 409

24

LIBERAL JOURNALISM AND AMERICAN EDUCATION, 1914-1941.  
BY- WALLACE, JAMES M.  
HARVARD UNIV., GRADUATE SCHOOL OF EDUCATION  
REPORT NUMBER CRP-5-282 PUB DATE 66  
REPORT NUMBER BR-5-8165  
GRANT OEG-6-10-030  
EDRS PRICE MF-\$0.54 HC-\$15.64 391P.

DESCRIPTORS- \*EDUCATIONAL PHILOSOPHY, \*HISTORICAL REVIEWS, \*JOURNALISM, \*PERIODICALS, \*POLITICAL ATTITUDES, CAMBRIDGE, EDUCATIONAL BACKGROUND, EDUCATIONAL CHANGE, MASSACHUSETTS, PUBLIC OPINION,

THE RELATIONSHIP BETWEEN TWO LIBERAL JOURNALS AND THE INSTITUTIONS AND PERSONNEL OF FORMAL EDUCATION WAS STUDIED. "THE NATION" AND "NEW REPUBLIC" WERE SELECTED AS BEING INFLUENTIALLY REPRESENTATIVE OF INTELLECTUAL AMERICAN LIBERALISM DURING THE 20TH CENTURY. STANDARD TECHNIQUES OF HISTORICAL RESEARCH WERE EMPLOYED. RELEVANT SOURCES IN POLITICAL, SOCIAL, INTELLECTUAL, EDUCATIONAL, AND JOURNALISTIC HISTORY WERE EXAMINED. EDITORIALS, ARTICLES, BOOK REVIEWS, AND LETTERS IN THE TWO JOURNALS FROM 1914 TO 1941 WERE READ AND ANALYZED. INTERVIEWS WITH SEVERAL OF THE EDITORS AND WRITERS WERE ALSO CONDUCTED. THE CONCLUSIONS INDICATED THAT (1) THE JOURNALS SERVED AS A COMMON MEETING GROUND FOR POLITICAL LIBERALS AND PROGRESSIVE EDUCATORS, (2) THE LIBERAL CONSENSUS NOTED ON EDUCATION SEEMED TO BE MORE FIRMLY GROUNDED THAN THAT IN MOST OTHER AREAS OF THOUGHT, AND (3) THE EDUCATIONAL MATERIAL IN THE JOURNALS HAD AN IMPACT AT LEAST ON THE THINKING OF CERTAIN ARTICULATE LIBERALS. (RS)

## ED 010 410

24

THE SUPERINTENDENT OF SCHOOLS--A HISTORICAL ANALYSIS.  
BY- CALLAHAN, RAYMOND E.  
WASHINGTON UNIV., GRADUATE INST. OF EDUCATION  
REPORT NUMBER CRP-5-212 PUB DATE 66  
REPORT NUMBER BR-5-8255  
EDRS PRICE MF-\$0.36 HC-\$9.28 232P.

DESCRIPTORS- \*HISTORICAL REVIEWS, \*PUBLIC EDUCATION, \*SCHOOL ADMINISTRATION, \*SCHOOL SUPERINTENDENTS, \*SUPERINTENDENT ROLE, HISTORY, MISSOURI, ST. LOUIS, SUPERINTENDENTS,

THE REPORT COVERED TWO SUBJECT AREAS--(1) THE HISTORY OF CITY SCHOOL ADMINISTRATION FROM ITS BEGINNING TO 1900 WITH SPECIAL EMPHASIS ON THE SUPERINTENDENT OF SCHOOLS AND (2) THE CHANGING CONCEPTIONS OF THE SUPERINTENDENCY IN PUBLIC EDUCATION, 1865 TO 1966. (6C)

## ED 010 411

24

FACTORS WHICH INFLUENCE PARTICIPATION IN ADULT EDUCATION CONFERENCES AND PROGRAMS BY MEMBERS OF PROFESSIONAL ASSOCIATIONS.

BY- BOOTH, ALAN  
UNIVERSITY OF NEBRASKA, LINCOLN  
REPORT NUMBER CRP-S-313  
REPORT NUMBER BR-S-8273  
CONTRACT OEC-S-10-313  
EDRS PRICE MF-\$0.18 HC-\$3.52 88P.

PUB DATE AUG 66

DESCRIPTORS- \*INFORMATION DISSEMINATION, \*INFORMATION UTILIZATION, \*LEARNING PROCESSES, \*PARTICIPATION, \*PROFESSIONAL ASSOCIATIONS, ADULT EDUCATION, CONFERENCES, DEVELOPMENT, LINCOLN, NEBRASKA,

RESEARCH ON PROFESSIONAL EDUCATORS ATTEMPTED TO EXPLORE HOW PROFESSIONAL ASSOCIATION MEMBERS LEARN ABOUT PROGRAMS DESIGNED TO INCREASE THEIR COMPETENCE AND HOW FACTORS RELATED TO THE WAYS IN WHICH THEY LEARN ABOUT THE PROGRAMS INFLUENCE THEIR DECISIONS TO PARTICIPATE. THE CONCEPT OF "DIFFUSION OF INNOVATIONS" WAS THE FRAMEWORK IN WHICH THE SUBJECTS WERE STUDIED. DATA WERE OBTAINED BY MAILED QUESTIONNAIRES SENT TO THE MEMBERS OF SIX OCCUPATIONALLY RELATED, VOLUNTARY ORGANIZATIONS THAT COSPONSOR EDUCATIONAL PROGRAMS. THE RESULTS DEALT WITH THE FOLLOWING COMPONENTS OF THE DIFFUSION PROCESS--TIME OF ADOPTION, THE DIFFUSED ITEM, UNIT OF ADOPTION, CHANNELS OF COMMUNICATION, THE SOCIAL STRUCTURE, AND THE VALUES OF THE SYSTEM. (6D)

## ED 010 412

24

NATIONAL CONFERENCE TO IMPROVE THE EFFECTIVENESS OF STATE SUPERVISION OF MUSIC.

BY- PHELPS, ROGER P.  
NEW YORK UNIV.

REPORT NUMBER BR-S-8287  
REPORT NUMBER CRP-S-370  
EDRS PRICE MF-\$0.18 HC-\$4.60 115P.

PUB DATE JAN 66

DESCRIPTORS- \*CONFERENCES, \*CURRICULUM DEVELOPMENT, \*MUSIC EDUCATION, \*RESEARCH OPPORTUNITIES, \*SUPERVISORS, NEW YORK, NEW YORK CITY, STATE PROGRAMS,

CONFERENCE PRESENTATIONS AND PRODUCTIVE CONFERENCE INTERACTION BETWEEN STATE SUPERVISORS OF MUSIC AND DELEGATES FROM STATES WITHOUT A STATE SUPERVISOR WERE REPORTED. FOR THE STATE SUPERVISORS, THERE WERE CONFERENCE SESSIONS DEVOTED TO "IMPROVING THE EFFECTIVENESS OF THE OFFICE OF STATE MUSIC SUPERVISOR." SUGGESTIONS WERE ALSO OFFERED TO DELEGATES FROM STATES WITHOUT A STATE MUSIC SUPERVISOR. THERE WERE JOINT MEETINGS TO DELINEATE SOME OF THE NEWER CURRICULUM DEVELOPMENTS IN MUSIC. FINALLY, RESEARCH OPPORTUNITIES OF

GENERAL AND SPECIFIC NATURES WERE RELATED. (6C)

## ED 010 413

04

AN ANALYSIS OF STUDENT ATTITUDES TOWARD CONTEMPORARY AMERICAN MUSIC. FINAL REPORT.

BY- HORNYAK, R. ROBERT  
UNIVERSITY OF CINCINNATI, OHIO  
REPORT NUMBER BR-S-8288-A  
REPORT NUMBER CRP-S-450-A  
EDRS PRICE MF-\$0.99 HC-\$27.16 679P.

PUB DATE 65

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*MUSIC, \*QUESTIONNAIRES, \*RATING SCALES, \*STUDENT ATTITUDES, CINCINNATI, OHIO,

A TWO-PART STUDY OF THE AESTHETIC ATTITUDES OF STUDENTS TOWARD CONTEMPORARY MUSIC WAS CONDUCTED. PART 1 SURVEYED THE AUDIENCES AT SIX CONCERTS TO FIND A PATTERN OF ATTITUDES BY (1) STYLISTIC CHARACTERISTICS OF THE MUSIC, (2) AGE AND EDUCATIONAL ATTAINMENT OF THE AUDITORS, (3) MUSICAL BACKGROUND, AND (4) SOCIOECONOMIC BACKGROUND. PART 2 DREW UPON A SAMPLE OF 1,300 STUDENTS FROM GRADES 4 THROUGH 12. AN EXPERIMENTAL DESIGN WAS ESTABLISHED IN THIS PHASE WHICH PERMITTED ANALYSIS OF THE TRAINING RECEIVED PRIOR TO ATTENDING A SPECIAL CONCERT BY A WOODWIND QUINTET. A RATING SCALE, DESIGNED TO REFLECT PREFERENCE ATTITUDES, WAS CONSTRUCTED AND ADMINISTERED. OTHER INSTRUMENTS WERE DEVELOPED, INCLUDING A QUESTIONNAIRE FOR CLASSIFICATION OF THE VARIABLES. AN OVERALL CONCLUSION INDICATED THAT AESTHETIC ATTITUDES ARE DEVELOPED, IN PART, AS A RESULT OF THE NATURE AND EXTENT OF THE AUDITOR'S UNDERSTANDING OF THE MUSICAL ART. A SUMMARY OF THE STUDY IS IN ED 010 414. (RS)

## ED 010 414

04

AN ANALYSIS OF STUDENT ATTITUDES TOWARDS CONTEMPORARY AMERICAN MUSIC. SUMMARY REPORT.

BY- HORNYAK, R. ROBERT  
UNIVERSITY OF CINCINNATI, OHIO  
REPORT NUMBER BR-S-8288-B  
REPORT NUMBER CRP-S-450-B  
EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

PUB DATE 66

DESCRIPTORS- \*EDUCATIONAL RESEARCH, \*MUSIC, \*QUESTIONNAIRES, \*STUDENT ATTITUDES, CINCINNATI, OHIO,

A SUMMARY WAS PREPARED OF A TWO-PART STUDY OF THE AESTHETIC ATTITUDES OF STUDENTS TOWARDS CONTEMPORARY MUSIC. PART 1 SURVEYED THE AUDIENCES AT SIX CONCERTS TO FIND A PATTERN OF ATTITUDES BY (1) STYLISTIC CHARACTERISTICS OF THE MUSIC, (2) AGE AND EDUCATIONAL ATTAINMENT OF THE AUDITORS, (3) MUSICAL BACKGROUND, AND (4) SOCIOECONOMIC BACKGROUND. PART 2 DREW UPON A SAMPLE OF 1,300 STUDENTS FROM GRADES 4 THROUGH 12. AN EXPERIMENTAL DESIGN WAS ESTABLISHED IN THIS PHASE WHICH PERMITTED ANALYSIS OF THE TRAINING RECEIVED PRIOR TO ATTENDING A SPECIAL CONCERT BY A WOODWIND QUINTET. A RATING SCALE, DESIGNED TO REFLECT PREFERENCE ATTITUDES, WAS CONSTRUCTED AND ADMINISTERED. OTHER INSTRUMENTS WERE DEVELOPED, INCLUDING A QUESTIONNAIRE FOR CLASSIFICATION OF THE VARIABLES. AN OVERALL CONCLUSION INDICATED THAT AESTHETIC ATTITUDES ARE DEVELOPED, IN PART, AS A RESULT OF THE NATURE AND EXTENT OF THE AUDITOR'S UNDERSTANDING OF THE MUSICAL ART. THE FINAL REPORT WAS ASSIGNED ACCESSION NUMBER ED 010 413. (RS)

## ED 010 415

TESTING FOR CREATIVE TRAITS OF COLLEGE STUDENTS.

BY- BALL, RUBY C.

SOUTHERN CONNECTICUT STATE COLL., NEW HAVEN

REPORT NUMBER CRP-S-408

REPORT NUMBER BR-S-8292

CONTRACT OEC-6-10-057

EDRS PRICE MF-\$0.09 HC-\$1.96 39P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*CREATIVITY, \*TEST CONSTRUCTION, \*TEST VALIDITY, \*TESTING, CONNECTICUT, DRAWING STIMULUS STRATEGY MEASURE (DSSH), INCOMPLETE FIGURES TEST, NEW HAVEN, PERSONALITY ASSESSMENT, PERSONALITY COMPLETION TEST (PCT), SELF DESCRIPTIVE EXPLORATORY RESEARCH INVENTORY, SPONTANEOUS DIVERGENT ACADEMIC (SDA)-2,

TESTS ON CREATIVE PERSONALITY WERE STUDIED AND VALIDATED. THE FIVE TESTS CONSIDERED APPROACHED THE PROBLEM OF CREATIVITY MEASUREMENT IN DIFFERING WAYS. TWO WERE CHOSEN FROM PUBLISHED LITERATURE--(1) "SELF-DESCRIPTIVE EXPLORATORY RESEARCH INVENTORY," AND (2) "INCOMPLETE FIGURES TEST." THREE WERE ADAPTED OR DEvised BY THE INVESTIGATOR--(1) "PERSONALITY COMPLETION TEST," (2) "SPONTANEOUS, DIVERGENT, AND ACADEMIC (SDA)-2," AND (3) "DRAWING-STIMULUS STRATEGY MEASURE." THE TESTING POPULATION REPRESENTED NEARLY 200 STUDENTS IN THE STATE COLLEGES OF CONNECTICUT, ART MAJORS OR ELEMENTARY EDUCATION MAJORS WHO HAD TAKEN COURSES IN ART. THE MOST OBJECTIVE AND DISCRIMINATING INSTRUMENT FOR CREATIVE TRAITS APPEARED TO BE THE "PERSONALITY COMPLETION TEST," A VERBAL STIMULUS TEST INVOLVING SENTENCE COMPLETIONS. (JH)

## ED 010 416

A SURVEY OF CURRENT TEACHING APPROACHES TO IMAGE MAKING IN THE ART SCHOOL OF BRITAIN.

BY- ASKIN, WALTER M.

CALIFORNIA STATE COLL. AT LOS ANGELES

REPORT NUMBER CRP-S-421-65

REPORT NUMBER BR-S-8299

CONTRACT OEC-6-10-265

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- \*ART EDUCATION, \*FOREIGN COUNTRIES, \*INSTRUCTIONAL INNOVATION, \*SURVEYS, \*TEACHING TECHNIQUES, ART ACTIVITIES, ART EXPRESSION, CALIFORNIA, LONDON, LOS ANGELES, UNITED KINGDOM,

SELECTED ART SCHOOLS AND COLLEGES IN ENGLAND, SCOTLAND, AND NORTHERN IRELAND WERE SURVEYED TO DETERMINE THEIR CURRENT TEACHING APPROACHES TO IMAGERY. DATA COLLECTION INVOLVED (1) PERSONAL VISITS, (2) DISCUSSIONS WITH STUDENTS, STAFF, AND ADMINISTRATORS, (3) AN EXTENSIVE EXAMINATION OF WORKS OF ART BY STUDENTS AND ARTIST-TEACHERS, AND (4) A REVIEW OF THE GENERAL ART SCENE. FINDINGS REVEALED THAT MANY PROGRAMS IN BRITISH INSTITUTIONS, RESPONSIBLE FOR DEVELOPING ARTISTS, BRING THE PROFESSIONAL ART WORLD IN CLOSE CONJUNCTION WITH THE STUDIO CLASSROOM. IT WAS CONCLUDED THAT THE GENERAL CHARACTER OF IDEA PRESENTATIONS IN BRITISH ART SCHOOLS WAS HELPFUL TO THE STUDENT IN HIS USE OF IMAGERY. THESE RECOMMENDATIONS WERE MADE--(1) INSTRUCTIONAL PROJECTS IN ART SHOULD ENCOURAGE THE EXPLORATION OF IMAGES AS A PART OF A TOTAL PICTORIAL CONCEPT, RATHER THAN AS ISOLATED ELEMENTS, AND (2) SUCH PROJECTS SHOULD PROMPT THE STUDENT TO RELY ON

04

HIS DIRECT EXPERIENCE AND RESEARCH. (GC)

## ED 010 417

24

A COMPARATIVE STUDY OF GENERAL ART OFFERINGS IN UNIVERSITY OF WISCONSIN EXTENSION CENTERS, STATE UNIVERSITIES, AND VOCATIONAL SCHOOLS.

BY- LEFFIN, WILLIAM J.

UNIVERSITY OF WISCONSIN, MADISON

REPORT NUMBER BR-S-8301

PUB DATE AUG 68

REPORT NUMBER CRP-S-531

CONTRACT OEC-6-10-272

EDRS PRICE MF-\$0.18 HC-\$3.96 99P.

DESCRIPTORS- \*ART EDUCATION, \*COMPARATIVE STATISTICS, \*COURSE OBJECTIVES, \*COURSE ORGANIZATION, \*GENERAL EDUCATION, LIBERAL ARTS, MADISON, STUDENT NEEDS, SURVEYS, TEACHER ATTITUDES, WISCONSIN,

THE SCOPE AND EFFECT OF GENERAL ART OFFERINGS, DESIGNED FOR NONPROFESSIONAL STUDENTS OF ART, WERE STUDIED TO IDENTIFY CURRENT PRACTICES IN ART INSTRUCTION AS A PHASE OF LIBERAL EDUCATION. DATA WERE COLLECTED VIA SCHOOL BROCHURES, COURSE OUTLINES, AND ATTITUDE/OPINION POLLS AMONG DEPARTMENT HEADS, STAFF MEMBERS, AND STUDENTS AT INDIVIDUAL SCHOOLS. USING THESE DATA, THE INVESTIGATOR CONDUCTED A COMPARATIVE SURVEY. THE RESULTS SHOWED MANY VARYING COURSE APPROACHES AMONG INSTITUTIONAL GROUPS AND EVEN WITHIN MANY OF THE INDIVIDUAL SCHOOLS, INDICATING A LACK OF COMMUNICATION AMONG SCHOOL FACULTIES AND AN APPARENT FACULTY UNAWARENESS OF THE AUDIENCE THE GENERAL ART COURSE IS TO SERVE. A FUTURE MEETING OF REPRESENTATIVE STAFF MEMBERS OF THE COOPERATING INSTITUTIONS WAS RECOMMENDED. THE MEETING'S PURPOSE WOULD BE TO DISCUSS CURRENT PROGRAMS IN GENERAL ART FOR THE CONTRIBUTIONS EACH INSTITUTION COULD MAKE, AND TO WORK TOWARD A SATISFACTORY DEFINITION OF WHAT CONSTITUTES A WELL-DESIGNED ART COURSE FOR THE GENERAL AUDIENCE. (JH)

## ED 010 418

04

PERSONALITY FACTORS WHICH INFLUENCE CLOTHING FABRIC SELECTION BY DELINQUENT GIRLS.

BY- COMPTON, NORMA H.

UTAH STATE UNIV. OF AG. AND APPL. SCIENCES, LOGAN

REPORT NUMBER CRP-S-372

PUB DATE 68

REPORT NUMBER BR-S-8324

EDRS PRICE MF-\$0.18 HC-\$2.48 62P.

DESCRIPTORS- \*CLOTHING INSTRUCTION, \*DELINQUENT IDENTIFICATION, \*FEMALES, \*PERSONALITY ASSESSMENT, \*PERSONALITY STUDIES, BEHAVIOR PATTERNS, COMPARATIVE ANALYSIS, DELINQUENT BEHAVIOR, INDIVIDUAL CHARACTERISTICS, LOGAN, PHYSICAL CHARACTERISTICS, UTAH,

PHYSICAL AND PERSONALITY CHARACTERISTICS WERE EXAMINED IN RELATION TO CLOTHING CHOICES IN AN EFFORT TO MORE FULLY UNDERSTAND THE REASONS BEHIND THE PERSONAL BEHAVIORAL AND SOCIAL ADJUSTMENT PROBLEMS OF DELINQUENT GIRLS. AN EXPERIMENTAL GROUP OF 22 DELINQUENT GIRLS AND A CONTROL GROUP OF THE SAME NUMBER OF NONDELINQUENTS (MATCHED TO AGE, IQ, AND ECONOMIC AND ETHNIC BACKGROUND) WERE SET UP FOR COMPARISONS AMONG THE FOLLOWING MEASUREMENTS--(1) BODILY CONSTITUTION, (2) RORSCHACH FACTORS (BODY-IMAGE AND PERSONALITY), (3) PERCEPTUAL CHARACTERISTICS, AND (4) CLOTHING FABRIC AND DRESS

04

STYLE PREFERENCES. COMPARATIVE DATA REVEALED THAT THE DELINQUENT GIRLS IN THIS STUDY DIFFERED FROM NONDELINQUENTS IN PHYSICAL CHARACTERISTICS (LARGER WEIGHT, HEIGHT, AND BUST). IN ADDITION, THESE PHYSICAL CHARACTERISTICS APPEARED TO BE (1) RELATED TO SEVERAL PERSONALITY VARIABLES AS MEASURED BY RORSCHACH TESTS AND (2) PROJECTED IN PREFERENCES FOR CLOTHING COLOR IN FABRIC CHOICE. THE INVESTIGATOR NOTED THAT DELINQUENT GIRLS APPEARED TO PREFER WARM COLORS, WEAK CONTRASTS, AND LARGE DESIGNS IN CHOOSING THEIR CLOTHING FABRIC, AND IMMODEST AND FEMININE STYLES OF DRESS. IN CONTRAST, NONDELINQUENTS PREFERRED COOL COLORS, STRONG CONTRASTS, AND SMALL DESIGNS, AND MODEST AND MORE MASCULINE DRESS STYLES. (JH)

## ED 010 419

24

THE RELATIONSHIP BETWEEN THE PRINCIPAL AND HIS PROFESSIONAL STAFF IN THE PUBLIC SCHOOL.

BY- WATKINS, J. FOSTER

AUBURN UNIV., ALA.

REPORT NUMBER CRP-S-435

PUB DATE 2 JUN 66

REPORT NUMBER BR-S-8358

EDRS PRICE MF-\$0.27 HC-\$7.60 190P.

DESCRIPTORS- \*ADMINISTRATOR ATTITUDES, \*PRINCIPALS, \*PSYCHOLOGICAL STUDIES, \*SCHOOL ORGANIZATION, \*TEACHER ATTITUDES, ALABAMA, AUBURN, LEADERSHIP, NEGRO TEACHERS, OPINIONS, QUESTIONNAIRES,

THE PUBLIC SCHOOL PRINCIPAL'S LEADERSHIP POSITION WAS THE MAIN FOCUS OF THIS STUDY OF THE RELATIONSHIP BETWEEN THE PSYCHOLOGICAL DISTANCE CONCEPT OF FIEDLER AND THE ORGANIZATIONAL CLIMATE OF HAPLIN AND CROFT. THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ) AND THE ASSUMED SIMILARITY OF OPPOSITES SCALES (ASO) WERE ADMINISTERED TO A SAMPLE OF 48 PRINCIPALS AND 1,188 PROFESSIONAL STAFF MEMBERS FROM 31 WHITE AND 17 NEGRO SCHOOLS. THE PRINCIPALS RESPONDED TO BOTH INSTRUMENTS, WHILE THE STAFF MEMBERS WERE REQUESTED TO RESPOND ONLY TO THE OCDQ. ANALYSES OF THE DATA INDICATED THAT (1) A NEGATIVE RELATIONSHIP EXISTS BETWEEN (A) THE ASO CONCEPT (PSYCHOLOGICAL DISTANCE) OF THE SCHOOL PRINCIPALS AND (B) THE OPENNESS OF THE ORGANIZATIONAL CLIMATE OF THE SCHOOLS, THE MORALE OF THE PROFESSIONAL STAFFS, AND THE AUTHENTICITY OF THE SCHOOL PRINCIPAL BEHAVIORS, ALL MEASURED BY THE OCDQ, (2) THE ASO AND OCDQ ARE NOT MEASURES OF SIMILAR CHARACTERISTICS OF ALOOFNESS IN PRINCIPAL BEHAVIOR, (3) NEGRO STAFFS PERCEIVE THEIR SCHOOLS TO BE MORE CLOSED IN THEIR ORGANIZATIONAL CLIMATE, AND (4) PRINCIPALS PERCEIVE THE CLIMATES TO BE MORE OPEN THAN DO THEIR STAFF MEMBERS. (RS)

## ED 010 420

24

ANALYSIS OF MATHEMATICAL ABILITIES REQUIRED FOR SUCCESS IN NINTH-GRADE MATHEMATICS.

BY- LETON, DONALD A. KIM, SHARON

UNIVERSITY OF HAWAII, EDUC. RES. AND DEV. CTR.

REPORT NUMBER BR-S-8369

PUB DATE DEC 66

REPORT NUMBER CRP-S-343

EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

DESCRIPTORS- \*ABILITY IDENTIFICATION, \*APTITUDE TESTS, \*COGNITIVE TESTS, \*MATHEMATICAL CONCEPTS, \*PREDICTIVE ABILITY (TESTING), FUNDAMENTAL CONCEPTS, GRADE 9, HAWAII, HONOLULU,

IDENTIFICATION TESTS, MATHEMATICS CURRICULUM,

CERTAIN TYPES OF INTELLECTUAL ABILITIES WHICH DEFINE THE MATHEMATICAL APTITUDES OF NINTH-GRADE STUDENTS AND WHICH RELATE TO ACHIEVEMENT IN SPECIFIC MATHEMATICS COURSES WERE DEFINED AND EVALUATED. ANALYSES OF VARIANCE AND COVARIANCE INDICATED THE RANGE OF VARIATION IN EIGHT TEST SCORE DISTRIBUTIONS OF VERBAL AND MATHEMATICAL APTITUDES AMONG FIVE SEPARATE GROUPS OF NINTH-GRADE STUDENTS. FACTOR ANALYSES SUPPORTED THE MAIN HYPOTHESIS THAT MATHEMATICAL ABILITY IS COMPRISED OF A NUMBER OF APTITUDES AND NOT SIMPLY A UNITARY TRAIT. FINDINGS SHOWED THAT THE NATURE OF MATHEMATICAL APTITUDES AS SPECIFIC AND INDEPENDENT TRAITS OR AS CORRELATED TRAITS WAS STILL UNDETERMINED AND WOULD REQUIRE FURTHER RESEARCH. (GD)

## ED 010 421

24

MOTIVATION AND LEARNING--A COMPARATIVE STUDY OF PROGRAMS PRESENTED BY VIDEO TAPE WITH AND WITHOUT MOTIVATING MATERIALS.

BY- ALDRIDGE, BILL G.

ST. LOUIS JR. COLL. DIST., FLORISSANT VALLEY COMM. COLL

REPORT NUMBER CRP-S-454

PUB DATE NOV 66

REPORT NUMBER BR-S-8373

CONTRACT OEC-6-10-172

EDRS PRICE MF-\$0.09 HC-\$2.16 54P.

DESCRIPTORS- \*ACHIEVEMENT RATING, \*LEARNING MOTIVATION, \*MOTIVATION TECHNIQUES, \*PHYSICS INSTRUCTION, \*TELEvised INSTRUCTION, LEARNING ACTIVITIES, MISSOURI, PROGRAMED MATERIALS, ST. LOUIS, TELECOURSES, VIDEO TAPE RECORDINGS,

THE SYSTEMATIC USE OF MOTIVATING MATERIALS WAS DEVELOPED AND EVALUATED THROUGH THE TECHNICAL DEVELOPMENT OF A VIDEO-SOUND SYSTEM FOR PROVIDING PROGRAMED TELEVISION TO INDIVIDUAL STUDENTS. FIVE PHYSICS PROGRAMS WERE DEVELOPED AND RECORDED ON VIDEOTAPE. EACH OF THE FIVE PROGRAMS HAD SEQUENCES PRECEDING IT WHICH WERE DESIGNED TO MOTIVATE THE STUDENT TO LEARN THE SUBSEQUENT MATERIAL. EACH STUDENT TOOK TWO PROGRAMS--MOTIVATED AND UNMOTIVATED. THE RESULTS SHOWED NO SIGNIFICANT DIFFERENCE IN ACHIEVEMENT BETWEEN MOTIVATED AND UNMOTIVATED PROGRAMS. IT WAS RECOMMENDED THAT FURTHER STUDIES BE CARRIED OUT USING MOTIVATING MATERIALS OVER EXTENDED PERIODS OF TIME IN CONVENTIONAL INSTRUCTIONAL PROGRAMS. (GD)

## ED 010 422

84

RELATIVE MERITS OF THE SALE OR RETENTION UNDER LEASE OF PUBLIC SCHOOL LANDS IN COLORADO.

BY- COLE, STANLEY M.

COLORADO STATE UNIV., FORT COLLINS

REPORT NUMBER CRP-S-446

PUB DATE 66

REPORT NUMBER BR-S-8387

EDRS PRICE MF-\$0.36 HC-\$10.56 264P.

DESCRIPTORS- \*EDUCATIONAL FINANCE, \*LAND USE, \*MANAGEMENT, \*PUBLIC POLICY, \*SCHOOL FUNDS, COLORADO, FORT COLLINS, PUBLIC SCHOOL SYSTEMS,

A STUDY WAS MADE ON THE QUESTION OF SELLING OR RETAINING, UNDER LEASE, PUBLIC SCHOOL LANDS TO DERIVE THE MAXIMUM, LONG-TERM REVENUE YIELD TO THE COLORADO PUBLIC

SCHOOL FUND. FINDINGS SUPPORTED THOSE OF THE 1960 STATE LEGISLATIVE COUNCIL WHICH CONCLUDED THAT RETENTION OF PUBLIC SCHOOL LANDS WAS WISER THAN SALE OF THE LANDS. IN ADDITION, FINDINGS SHOWED THAT WIDE-SCALE CONDEMNATIONS OF PUBLIC SCHOOL LANDS BY GOVERNMENTAL AGENCIES, OTHER THAN EDUCATIONAL DEPARTMENTS, SHOULD BE DISCOURAGED. THE IMPLICATION WAS THAT FURTHER STUDY MUST BE MADE INTO THE AREAS SURROUNDING LAND MANAGEMENT WITH REFERENCE TO THE RETENTION OF PUBLIC SCHOOL LANDS. (6D)

## ED 010 423

RE-ANALYSIS OF STRONG'S INTEREST DATA FROM MEDICAL SPECIALISTS.

BY- CAMPBELL, DAVID P.  
UNIVERSITY OF MINNESOTA, MINNEAPOLIS

REPORT NUMBER BR-5-8404

REPORT NUMBER CRP-5-429

CONTRACT OEC-6-10-148

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

PUB DATE DEC 66

DESCRIPTORS- \*CAREER CHOICE, \*INTEREST TESTS, \*MEDICAL STUDENTS, \*PREDICTIVE ABILITY (TESTING), \*PREDICTIVE MEASUREMENT, MEASUREMENT INSTRUMENTS, MEDICAL SPECIALIST PREFERENCE BLANK (MSPB), MINNEAPOLIS, MINNESOTA, OCCUPATIONAL CHOICE, OCCUPATIONAL GUIDANCE, PREDICTION, SPECIALIZATION, STRONG VOCATIONAL INTEREST BLANK (SVIB), TEST INTERPRETATION, TEST RESULTS, TEST VALIDITY.

A RETESTING WAS MADE OF THE RELATIONSHIP BETWEEN MEASURED INTERESTS AND THE SELECTION OF A MEDICAL SPECIALTY. SPECIFICALLY, THE RESEARCH REPORTED HERE ATTEMPTED TO DETERMINE WHY THE STRONG VOCATIONAL INTEREST BLANK (SVIB) AND THE MEDICAL SPECIALIST PREFERENCE BLANK (MSPB) SCALES FAIL TO PREDICT EVENTUAL MEDICAL SPECIALTY. ALL OF THE ANALYSES OF AN EARLIER STUDY (STRONG AND TUCKER, 1952) WERE REDONE. ONE CONCLUSION WAS FOUND TO BE IDENTICAL TO AN ORIGINAL STRONG-TUCKER FINDING, NAMELY, THAT THE SCALES COULD NOT BE USED TO PREDICT EVENTUAL MEDICAL SPECIALTY. WHILE THE MEDICAL SPECIALIST SCALE WAS FOUND TO BE VALID AMONG SPECIALISTS WHO HAD ALREADY CHOSEN A CAREER, IT WAS SUGGESTED THAT THE SCALE NOT BE USED FOR COUNSELING. (6D)

## ED 010 424

ENGLISH FOR RELUCTANT LEARNERS, GRADES 7-9, ENGLISH IN EVERY CLASSROOM.

BY- FADER, DANIEL N.  
UNIVERSITY OF MICHIGAN, ANN ARBOR

REPORT NUMBER BR-5-8413

CONTRACT OEC-6-10-313

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

PUB DATE OCT 66

DESCRIPTORS- \*ENGLISH CURRICULUM, \*ENGLISH INSTRUCTION, \*MOTIVATION TECHNIQUES, \*READING IMPROVEMENT, \*WRITING SKILLS, ANN ARBOR, ENRICHMENT PROGRAMS, JUNIOR HIGH SCHOOLS, MICHIGAN, STUDENT MOTIVATION.

A PROGRAM DESIGNED TO BETTER MOTIVATE AVERAGE STUDENTS IN READING AND WRITING WAS ADDED TO THE CURRICULUM OF A JUNIOR HIGH SCHOOL. BASED ON SATURATION AND DIFFUSION OF MATERIALS, THE PROGRAM UTILIZED SUCH MATERIALS AS JOURNALS, NEWSPAPERS, MAGAZINES, AND THEME WRITING IN ACADEMIC CLASSROOMS OTHER THAN ENGLISH. THE OUTCOME WAS GREATER

MOTIVATION ON THE PART OF THE STUDENT PARTICIPANTS, AND SEVERAL IMPLICATIONS WERE APPARENT. CONCLUSIONS WERE THAT THE APPROACH TO LITERATURE BE SOCIAL RATHER THAN LITERARY, THAT ENGLISH TEACHERS HAVE WIDER LATITUDE IN THE SELECTION AND CREATION OF MATERIALS, AND THAT LANGUAGE SKILLS BE TAUGHT THROUGH ORGANIC RATHER THAN MECHANICAL MEANS. (6D)

## ED 010 425

AN INVENTORY OF RESEARCH AND THEORY REGARDING THE RELATIONSHIP BETWEEN EDUCATION AND CITIZENSHIP.

BY- TUMIN, MELVIN M.

PRINCETON UNIV., N. J.

REPORT NUMBER CRP-475

REPORT NUMBER BR-5-8422

EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

PUB DATE

DESCRIPTORS- \*CITIZEN PARTICIPATION, \*CITIZENSHIP, \*EDUCATIONAL BACKGROUND, \*EDUCATIONAL OBJECTIVES, \*SOCIAL ATTITUDES, CITIZEN ROLE, CULTURAL DIFFERENCES, MODELS, NEW JERSEY, PRINCETON, SOCIAL INFLUENCES.

VARIABLES THAT MEDIATE THE INFLUENCES OF EDUCATION UPON A RANGE OF SOCIAL BEHAVIOR OF CITIZENS WERE IDENTIFIED. ORIENTATIONS TOWARD TIME, SELF, AND SOCIETY PROVIDED INITIAL FOCAL POINTS FOR THE DEVELOPMENT OF A MODEL FOR THE ANALYSIS OF THE RELATIONSHIP BETWEEN CITIZENSHIP AND EDUCATION. FOUR MAJOR CONSIDERATIONS REGARDING THE MODEL WERE FORMULATED--(1) "DIVERSITY OF GOALS," (2) "IDEAL VERSUS ACTUAL GOALS," (3) "PROBLEMS OF CROSS-CULTURAL COMPARABILITY," AND (4) "VARIATIONS IN GOAL CHOICE AMONG NATIONS." (6D)

## ED 010 426

A SURVEY OF RESEARCH NEEDS OF THE VISUAL ARTS DEPARTMENTS OF SMALL LIBERAL ARTS COLLEGES IN OHIO AND THE MIDWEST.

BY- GRINES, JAMES W.

DENISON UNIV., GRANVILLE, OHIO

REPORT NUMBER CRP-5-448-65

REPORT NUMBER BR-5-8452

GRANT OEG-6-10-187

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

PUB DATE JAN 67

DESCRIPTORS- \*ART EDUCATION, \*COLLEGE CURRICULUM, \*GRAPHIC ARTS, \*SMALL SCHOOLS, ART APPRECIATION, GRANVILLE, LIBERAL ARTS, OHIO, RESEARCH PROBLEMS, SURVEYS.

THE VISUAL ARTS DEPARTMENTS OF 53 SMALL, MIDWESTERN LIBERAL ARTS COLLEGES WERE SURVEYED TO DETERMINE BASIC RESEARCH NEEDS FOR BETTER DEFINING THE DEVELOPMENTAL ROLE OF THE VISUAL ARTS IN THE SMALL COLLEGE CURRICULUM. OF THE TOTAL SAMPLE OF COLLEGES, 47 HAD 2 TO 4 FACULTY MEMBERS IN THE VISUAL ARTS, AND THE REMAINING 6 AVERAGED OVER 5 STAFF MEMBERS. NO VISUAL ARTS MAJORS WERE OFFERED IN 15 PERCENT OF THESE COLLEGES. THE ART MAJORS (INCLUDING CERAMICS, DESIGN, PAINTING, PRINTMAKING, AND SCULPTURE) WERE OFFERED IN 75 PERCENT OF THE SAMPLE COLLEGES, SOMETIMES ALONE BUT MORE FREQUENTLY WITH ART EDUCATION OR ART HISTORY. MAJORS OFFERED IN ART APPRECIATION OR MUSEUM EXHIBITING WERE FEW. THE CONFLICT BETWEEN THE ACADEMIC AND THE CREATIVE EDUCATIONAL POINTS OF VIEW AND THE CONFLICT BETWEEN THE NEED FOR ART APPRECIATION EDUCATION AND THE DESIRE TO TRAIN PROFESSIONAL ARTISTS WERE THE TWO MOST BASIC CONFLICTS FOUND AS A RESULT OF THE STUDY. THE RECOMMENDATION WAS MADE THAT A "NATIONAL

LIBERAL ARTS COLLEGE ASSOCIATION IN THE VISUAL ARTS\* BE ESTABLISHED TO (1) DEVELOP EDUCATIONAL STANDARDS AND OBJECTIVES, (2) COORDINATE RESEARCH IN THE DIVISIONAL PROBLEMS OF THE VISUAL ARTS, (3) EXPLORE EXPERIMENTAL MODELS FOR VISUAL ARTS DEPARTMENTS, (4) ASSIST IN THE DEVELOPMENT OF CONSORTIA, AND (5) PARTICIPATE IN A NATIONAL STUDY OF THE NEEDS FOR VISUAL ARTS EDUCATION. (JH)

## ED 010 427

SOME BEHAVIORAL CORRELATES OF ORGANIZATIONAL CLIMATES AND CULTURES.

BY- HAMATY, GEORGE G.

SYRACUSE UNIV., N. Y.

REPORT NUMBER CRP-5-611-65

REPORT NUMBER BR-5-8456

CONTRACT OEC-6-10-231

EDRS PRICE MF-\$0.36 HC-\$6.40 210P.

PUB DATE

04

66

DESCRIPTORS- \*BEHAVIOR PATTERNS, \*CULTURAL ENVIRONMENT, \*EDUCATIONAL ENVIRONMENT, \*SCHOOL ORGANIZATION, \*SOCIOECONOMIC STATUS, NEW YORK, PERSONALITY ASSESSMENT, STUDENT BEHAVIOR, SYRACUSE, TEACHER ATTITUDES,

THE INFLUENCE OF SCHOOL CULTURES (CONVENTIONAL, WORK, AND IMPULSE EXPRESSION) ON SELECTED PUPIL AND TEACHER BEHAVIOR VARIABLES WAS STUDIED. THE VARIABLES INCLUDED PUPIL ACHIEVEMENT, TEACHER AND PUPIL ABSENTEEISM, AND TEACHER TURNOVER. ALSO STUDIED WAS THE SOCIOECONOMIC LEVEL OF SCHOOL NEIGHBORHOODS AS RELATED TO SCHOOL CULTURE. TEACHERS AND PUPILS OF 40 SCHOOLS IN A LARGE URBAN SCHOOL SYSTEM SERVED AS THE SAMPLE. THE INSTRUMENTS EMPLOYED IN THE STUDY INCLUDED (1) THE ACTIVITIES INDEX AND THE ORGANIZATIONAL CLIMATE INDEX FOR TEACHER RESPONSE, (2) THE IOWA TESTS OF BASIC SKILLS AND OF EDUCATIONAL DEVELOPMENT FOR PUPIL RESPONSE, AND (3) A SOCIOECONOMIC AREAS INDEX. THE CONCLUSIONS WERE THAT (1) THE SOCIOECONOMIC LEVEL OF THE SCHOOL NEIGHBORHOOD DOES NOT AFFECT THE CULTURE OF THE SCHOOL, AND (2) RELATIONSHIPS BETWEEN PUPIL-TEACHER BEHAVIORS AND SCHOOL CULTURE WERE NEGLIGIBLE IN ALL CASES EXCEPT FOR PUPIL ABSENTEEISM. (RS)

## ED 010 428

24

THE ANALYSIS AND DEVELOPMENT OF A SEMI-AUTOMATED BUS UTILIZATION SCHEDULING SYSTEM.

BY- ISAACS, ALAN S. SIMON, MURRAY

ROCKLAND COMMUNITY COLL., SUFFERN, N. Y.

REPORT NUMBER BR-6-1192

EDRS PRICE MF-\$0.27 HC-\$6.52 163P.

PUB DATE

66

DESCRIPTORS- \*BUS TRANSPORTATION, \*COMPUTER PROGRAMS, \*PROGRAM DEVELOPMENT, \*PROGRAMING, \*SCHEDULING, NEW YORK, PROGRAMING PROBLEMS, SUFFERN,

INVESTIGATION AND RESEARCH FOR AN AUTOMATED, BUS UTILIZATION AND SCHEDULING SYSTEM WAS REPORTED. THE DEVELOPMENT OF THIS SYSTEM WOULD INVOLVE (1) PROGRAM DESIGN AND COMPUTER SELECTION, (2) CODING OF THE SUPERVISOR PROGRAM AND RELATED PROGRAMS, (3) PROGRAM CHECKOUT, (4) DATA CONVERSION, (5) SYSTEM VERIFICATION, AND (6) FINAL DOCUMENTATION, INCLUDING DETAILED PROGRAM DOCUMENTS AND THE USER'S MANUAL PRESENTING SYSTEM CONCEPTS, MACHINE SPECIFICATIONS, AND OPERATIONAL PROCEDURES. A SYSTEM DESIGN AND OPERATIONAL PROGRAM FLOW WAS INCORPORATED IN THE REPORT.

THE PROJECT WAS NOT COMPLETED BECAUSE OF INSUFFICIENT TIME. (GC)

## ED 010 429

08

WORKSHOP FOR SUPERVISING TEACHERS IN AGRICULTURAL OCCUPATIONS FROM ELEVEN WESTERN STATES HELD AT COLORADO STATE UNIVERSITY, AUGUST 1-5, 1966, SUMMARY REPORT.

BY- JULSON, EARL E.

COLORADO STATE UNIV., FORT COLLINS

REPORT NUMBER BR-6-1455

PUB DATE

66

GRANT OEG-4-6-061455-0719

EDRS PRICE MF-\$0.18 HC-\$3.52 88P.

DESCRIPTORS- \*AGRICULTURE, \*EDUCATIONAL IMPROVEMENT, \*SUPERVISORS, \*TEACHER EDUCATION, \*TEACHER WORKSHOPS, COLORADO, FORT COLLINS, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, SUMMER WORKSHOPS,

A WORKSHOP FOR SUPERVISING-TEACHERS WAS ORGANIZED TO PLAN, EXPLORE, AND INNOVATE A MORE COMPLETE PROGRAM IN AGRICULTURAL EDUCATION. THE WORKSHOP ALSO INCLUDED DISCUSSION OF ESSENTIAL PHASES OF THE OFF-FARM AGRICULTURAL OCCUPATIONS AS THEY APPLY TO THE PREPARATION OF STUDENT TEACHERS. THIS REPORT INCLUDED (1) A LIST OF PARTICIPANTS FROM 11 WESTERN STATES, (2) THE WORKSHOP PROGRAM, (3) THE KEYNOTE ADDRESS, (4) A SUMMARY OF GENERAL PROGRAM ASPECTS, (5) RESULTS OF THE "BRAINSTORMING" SESSION ON EFFECTIVE WAYS AND MEANS OF SOLVING PROBLEMS, (6) COMMITTEE REPORTS AND SUGGESTIONS, AND (7) WORKSHOP EVALUATIONS AND RECOMMENDATIONS. (GC)

## ED 010 430

08

A CURRICULUM DEVELOPMENT STUDY OF THE EFFECTIVENESS OF UPGRADING THE TECHNICAL SKILLS OF EDUCATIONALLY DISADVANTAGED UNION MEMBERS.

BY- KOPAS, JOSEPH S.

NEGRO AMERICAN LABOR COUNCIL, REGION 4, CLEVELAND

REPORT NUMBER BR-6-1484

PUB DATE 28 NOV 66

GRANT OEG-3-6-061484-0601

EDRS PRICE MF-\$0.18 HC-\$3.28 82P.

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*EDUCATIONALLY DISADVANTAGED, \*ELECTROMECHANICAL AIDS, \*SKILL DEVELOPMENT, \*UNION MEMBERS, CLEVELAND, INDUSTRIAL EDUCATION, OHIO, TEACHING MACHINES, TEACHING TECHNIQUES,

A SECTION OF A JOB TRAINING PROGRAM CONSISTING OF THIRTY 10-HOUR JOB INSTRUCTION CURRICULUM MODULES WAS DEVELOPED FOR UPDATING AND UPGRADING THE TECHNICAL SKILLS OF ELECTRICAL MAINTENANCE EMPLOYEES. THIS JOB TRAINING PROGRAM WAS TRIED OUT IN CLASSES CONSISTING OF MAINTENANCE EMPLOYEES OF THE ELECTRICAL DEPARTMENTS IN A STEEL COMPANY. MEMBERS OF THE CLASSES WERE DIVIDED INTO 2 GROUPS OF 20 EACH. HALF OF THE TRAINEES IN EACH GROUP WAS LOANED AN ELECTRONIC TUTOR TO USE AT HOME. THE OTHER HALF STUDIED TEXT MATERIAL IN A NORMAL WAY WITHOUT ELECTRONIC TUTORS. A TEST WAS PREPARED AND USED AS PRETEST AND POST-TEST TO MEASURE THE MASTERY OF THE SUBJECT MATTER COVERED IN THE 30 CURRICULUM UNITS. THE CONCLUSIONS INDICATED THAT TRAINEES WHO HAD ELECTRONIC TUTORS ACHIEVED HIGHER ON ALL MEASURES. (RS)

## ED 010 431

24

EVALUATION OF THE CONTRIBUTION OF SPECIAL PROGRAMS IN THE WASHINGTON, D.C., SCHOOLS TO THE PREDICTION AND PREVENTION OF DELINQUENCY.

BY- DAILEY, JOHN T.

GEORGE WASHINGTON UNIV., WASHINGTON, D. C.

REPORT NUMBER BR-6-1811

PUB DATE AUG 66

CONTRACT OEG-2-6-061811-0575

EDRS PRICE MF-\$0.18 HC-\$2.92 75P.

DESCRIPTORS- \*COMMUNITY ROLE, \*DELINQUENCY PREVENTION, \*DELINQUENT IDENTIFICATION, \*FAMILY ROLE, \*READING FAILURE, \*SCHOOL ROLE, \*DELINQUENCY CAUSES, DISTRICT OF COLUMBIA, FAMILY STATUS, PROGRAM EVALUATION, SCHOOL INVOLVEMENT, SCHOOL RESPONSIBILITY, SPECIAL SERVICES, YOUTH PROBLEMS,

THE EFFECT OF VARIOUS ANTIDELINQUENCY SCHOOL PROGRAMS WAS STUDIED USING A SAMPLE OF 1,634 YOUTHS, 17 YEARS OF AGE. EIGHTY PERCENT OF THE SAMPLE WERE YOUTHS REFERRED TO JUVENILE COURT IN 1964-65, AND 20 PERCENT WERE WITHOUT COURT RECORDS. DATA ABOUT THESE YOUTHS WERE OBTAINED FROM SCHOOL RECORDS. INFORMATION FROM THE 1960 CENSUS ABOUT NEIGHBORHOOD FACTORS WAS ADDED. THE SCHOOL AND COMMUNITY FACTORS MOST PREDICTIVE OF DELINQUENCY RATE WERE (1) SCHOOL READING LEVEL, (2) YEARS OF EDUCATION OF ADULT POPULATION, AND (3) PROPORTION OF ADULT POPULATION WITH INCOME ABOVE \$2,000. FINDINGS SHOWED THAT SUCCESS OF A SCHOOL WAS PROPORTIONAL TO THE TYPES OF FAMILIES IT SERVED, ALMOST REGARDLESS OF SUCH FACTORS AS SCHOOL SIZE, AGE OF BUILDING, PER PUPIL EXPENDITURE, OVERCROWDING, OR CLASS SIZE. IN THOSE AREAS WHERE FAMILIES WERE ASSIMILATING THEIR CHILDREN INTO MODERN ORGANIZED SOCIETY, INCLUDING SOME PREDOMINANTLY NEGRO NEIGHBORHOODS, PERFORMANCE IN SCHOOL WAS GOOD AND JUVENILE CRIME WAS MINIMAL. SCHOOLS PLAYED THEIR MOST IMPORTANT PART IN DELINQUENCY PREVENTION WITH THEIR REGULAR ACADEMIC PROGRAMS, AS THE BEST WAY TO REDUCE DELINQUENCY WAS TO REDUCE THE NUMBER OF STUDENTS WHO FAILED TO READ ADEQUATELY IN ELEMENTARY SCHOOL. (RS)

## ED 010 432

04

THE COMPUTER AND CAREER DECISIONS.

BY- ELLIS, ALLAN B. WETHERELL, CHARLES B.

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-6-1819

PUB DATE SEP 66

REPORT NUMBER TM-1

GRANT OEG-1-061819-2240

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- \*CAREER CHOICE, \*COMPUTER PROGRAMS, \*DECISION MAKING SKILLS, \*INFORMATION SYSTEMS, \*SYSTEMS CONCEPTS, CAMBRIDGE, MASSACHUSETTS, SYSTEMS DEVELOPMENT,

THE NEED FOR STUDENT ACCESS TO A COMPUTER FACILITY, THE REASONING BEHIND THIS NEED, AND A GENERAL DESCRIPTION OF THE EQUIPMENT REQUIRED WAS REPORTED IN THIS TECHNICAL MEMORANDUM. THE NEED FOR THE DEVELOPMENT OF AN INFORMATION SYSTEM FOR CAREER CHOICE WAS PRESENTED. DISCUSSIONS OF RESEARCH INTENTIONS INCLUDED (1) A MODEL OF DECISION-MAKING, (2) THE BASIC COMPONENTS OF SYSTEM DEVELOPMENT, (3) RELEVANT COMPUTER PROGRAMS, (4) COMPUTER HARDWARE CONFIGURATIONS, AND (5) THE STAGES OF DEVELOPMENT ACTIVITY. (RS)

## ED 010 433

08

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.

BY- ZIOL, FRANK J.

PASADENA CITY COLL., CALIF.

REPORT NUMBER BR-6-2142

PUB DATE 1 DEC 66

GRANT OEG-4-6-062142

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- \*INSTITUTE TYPE COURSES, \*INSTRUMENTATION, \*SCIENCE PROGRAMS, \*TEACHER EDUCATION, \*VOCATIONAL EDUCATION, CALIFORNIA, INSTRUCTIONAL IMPROVEMENT, PASADENA, SUMMER PROGRAMS, TRAINING,

AN INSTITUTE WAS CONDUCTED TO ASSIST IN THE DEVELOPMENT OF KNOWLEDGES AND SKILLS ESSENTIAL FOR TEACHING SPECIALIZED TECHNICAL COURSES. THE PARTICIPANTS WERE 16 TEACHERS IN THE TECHNICAL-VOCATIONAL AREA OF INSTRUMENTATION. THE ACTIVITY INCLUDED LECTURE AND DISCUSSION, DEMONSTRATION, LABORATORY WORK, AND FIELD TRIPS. THE SCOPE OF THE PROGRAM INCLUDED MATHEMATICS, PHYSICS, ELECTRONICS, MECHANICAL MEASURING PRINCIPLES, AND INSTRUMENT SHOP PRACTICES. THE INVESTIGATOR CONCLUDED THAT THE PROGRAM ADEQUATELY MET THE NEEDS OF THE PARTICIPANTS. (RS)

## ED 010 434

08

MILITARY TRAINING TRANSFERABILITY STUDY, DECEMBER 15, 1965. QUARTERLY REPORT.

BY- WEINSTEIN, PAUL A.

UNIVERSITY OF MARYLAND, COLLEGE PARK

REPORT NUMBER BR-6-2198

PUB DATE 15 DEC 66

GRANT OEG-2-6-062198-1955

EDRS PRICE MF-\$0.09 HC-\$2.00 50P.

DESCRIPTORS- \*HUMAN RESOURCES, \*LEARNING PROCESSES, \*MANPOWER UTILIZATION, \*RETRAINING, \*TRANSFER OF TRAINING, COLLEGE PARK, MARYLAND, SKILL DEVELOPMENT, TRAINING,

PROGRESS WAS REPORTED ON AN ANALYTICAL SURVEY EFFORT OF THE HISTORICAL IMPLICATIONS OF OCCUPATIONAL CROSSOVER AND MOBILITY BETWEEN MILITARY AND CIVILIAN LIFE. TENTATIVE CONCLUSIONS WERE DRAWN ON THE RESPONSIBILITY OF THE U.S. MILITARY SERVICE PROGRAM FOR (1) OFFERING TRAINING IN INTERESTING AND TRANSFERABLE JOB SKILLS AND (2) PROVIDING GOVERNMENT-FINANCED PUBLIC EDUCATION PROGRAMS FOR QUALIFIED PERSONNEL. LAW ENFORCEMENT AND HEALTH SERVICE OCCUPATIONS WERE DESCRIBED AS TWO OF THE MANY POTENTIAL AREAS WHERE OCCUPATIONAL CROSSOVER COULD BE EFFECTED. (JH)

## ED 010 435

04

CONFERENCE FOR VOCATIONAL TEACHER EDUCATORS ON NEW MEDIA OF INSTRUCTION. FINAL REPORT.

BY- PAYNE, W. VINCENT SHERARD, AUSTELL O.

TUSKEGEE INST., ALA.

REPORT NUMBER BR-6-2224

PUB DATE AUG 66

GRANT OEG-2-6-062224-0723

EDRS PRICE MF-\$0.18 HC-\$2.76 69P.

DESCRIPTORS- \*CONFERENCES, \*INSTRUCTIONAL INNOVATION, \*MEDIA SPECIALISTS, \*TEACHER EDUCATION, \*VOCATIONAL EDUCATION, ALABAMA, EDUCATIONAL RESOURCES, EDUCATIONAL TELEVISION, PROGRAMED INSTRUCTION, TUSKEGEE,

A 1-WEEK CONFERENCE WAS HELD TO STIMULATE INTEREST IN AND PROMOTE THE UTILIZATION OF NEW MEDIA THROUGH A SERIES OF ADDRESSES, DEMONSTRATIONS, DISCUSSIONS, AND SMALL-GROUP WORK SESSIONS. THESE ACTIVITIES WERE CARRIED OUT UNDER THE LEADERSHIP OF AUTHORITIES IN THE FIELDS OF AUDIOVISUAL EDUCATION AND COMMUNICATION THEORY. THE CONFERENCE PROGRAM WAS CONCERNED WITH EDUCATIONAL TELEVISION, PROGRAMED INSTRUCTION, 8 MM SINGLE-CONCEPT FILMS, FILMSTRIPS, TAPE RECORDINGS, SLIDES, OPAQUE PROJECTIONS, AND OVERHEAD TRANSPARENCIES. THE PARTICIPANTS WERE 47 REPRESENTATIVES OF STATE BOARDS, TEACHER EDUCATION PROGRAMS, AND RELATED AREAS. THE RESULTS INDICATED THAT (1) INTEREST IN THE FIELD HAD BEEN STIMULATED AND (2) AN AWARENESS OF NEW MEDIA AVAILABILITY AND VALUE HAD BEEN DEVELOPED. (RS)

ED 010 436

24

CHANGING THE BEHAVIOR OF SOCIAL STUDIES DEPARTMENT HEADS THROUGH THE USE OF FEEDBACK.

BY- HOVENIER, PETER J.

STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.

REPORT NUMBER BR-6-8016

PUB DATE AUG 66

EDRS PRICE MF-\$0.36 HC-\$9.60 240P.

DESCRIPTORS- \*BEHAVIOR DEVELOPMENT, \*CHANGING ATTITUDES, \*DEPARTMENT DIRECTORS (SCHOOL), \*FEEDBACK, \*SOCIAL STUDIES, \*TEACHER EVALUATION, CALIFORNIA, STANFORD,

THE EFFECT OF FEEDBACK OF ACTUAL AND IDEAL BEHAVIOR RATINGS BY HIGH SCHOOL TEACHERS ON THEIR DEPARTMENT CHAIRMEN WAS STUDIED. IT WAS HYPOTHEZIZED THAT SUCH INFORMATION WOULD INFLUENCE THE BEHAVIOR OF DEPARTMENT CHAIRMEN IN WHAT THEIR TEACHERS DESCRIBED AS A DESIRABLE DIRECTION. THE VARIOUS REQUIREMENTS OF THE EXPERIMENT WERE COMPLETED BY 208 SOCIAL STUDIES DEPARTMENT CHAIRMEN AND APPROXIMATELY 2,300 SOCIAL STUDIES TEACHERS. THE TEACHERS RATED THEIR CHAIRMEN ON 10 ITEMS OF BEHAVIOR. A BOOKLET PROVIDED THE FEEDBACK TO THE CHAIRMEN OF THE ACTUAL AND IDEAL RATINGS. THE CHAIRMEN WERE RANDOMLY ASSIGNED TO THREE GROUPS--(1) A PRETEST, IMMEDIATE FEEDBACK, AND POST-TEST EXPERIMENTAL GROUP, (2) A PRE- AND POST-TEST CONTROL GROUP, AND (3) A POST-TEST ONLY CONTROL GROUP. THE DATA SUGGESTED THAT THE ROLE OF CHAIRMEN WAS ILL-DEFINED AND THAT THE CHAIRMEN DESIRED TO BE MORE PROFESSIONALLY INVOLVED THAN CONDITIONS ALLOWED. RESULTS SHOWED THAT THE TOTAL EFFECT OF FEEDBACK ON SOCIAL STUDIES CHAIRMEN WAS LESS SIGNIFICANT THAN EXPECTED. (RS)

ED 010 437

24

THE EFFECTS OF COUNSELOR REINFORCEMENT ON A STUDENT'S NEGATIVE RESPONSES.

BY- SNELLGROVE, CHARLES E., JR.

FLORIDA STATE UNIV., TALLAHASSEE

REPORT NUMBER BR-6-8027

PUB DATE SEP 66

CONTRACT OEC-2-6-D68027-D927

EDRS PRICE MF-\$0.09 HC-\$2.24 56P.

DESCRIPTORS- \*COUNSELING PROGRAMS, \*INDIVIDUAL COUNSELING, \*REINFORCEMENT, \*SELF CONCEPT, \*STUDENT BEHAVIOR, \*COUNSELING, \*COUNSELING SERVICES, \*EXPERIMENTAL PROGRAMS, FLORIDA, \*GUIDANCE, \*COUNSELING, \*RESEARCH PROJECTS, \*SIMULATION, \*STUDENT PARTICIPATION, TALLAHASSEE,

THE SIMULATION OF A DESIRABLE COUNSELING PROCESS WITH

EMPHASIS ON SYSTEMATIC COUNSELOR REINFORCEMENT OF NEGATIVE SELF-REFERENCE STATEMENTS BY STUDENTS WAS REPORTED. THE OBJECTIVE WAS TO DEMONSTRATE THAT DEFINITE MEASURABLE COUNSELING PROCEDURES COULD BE EXPERIMENTALLY TESTED AND HAVE PRACTICAL CONSEQUENCES. THE VERBAL OPERANT CONDITIONING PARADIGM WAS EMPLOYED IN AN ATTEMPT TO ANSWER SEVERAL QUESTIONS--(1) CAN THE FREQUENCY OF NEGATIVE SELF-REFERENCE STATEMENTS BE MODIFIED BY VERBAL REINFORCEMENT IN A QUASI-COUNSELING SITUATION, (2) WILL SCHEDULES OF REINFORCEMENT PRODUCE DIFFERENT EFFECTS, AND (3) WOULD SUBJECTS RESPOND DIFFERENTLY TO THE SAME SCHEDULE OF REINFORCEMENT. A FUNCTIONAL RESEARCH DESIGN PERMITTED A FOCUS ON INDIVIDUAL BEHAVIOR OF SUBJECTS. RESULTS AFTER 3 MONTHS INDICATED THAT REFLECTION (PARAPHRASING) WAS NOT A REINFORCING STIMULUS WHEN MADE CONTINGENT UPON A NEGATIVE SELF-REFERENCE. IT WAS SHOWN THAT COUNSELOR REFLECTION OF NEGATIVE STATEMENTS HAD NO UNDESIRABLE EFFECT AND SEEMED TO CONTRIBUTE TO A DECLINE OF SUCH STATEMENTS. (6C)

ED 010 438

24

MOTIVATIONAL FACTORS INFLUENCING PERSISTENCE IN TEACHING AS REVEALED BY INTERVIEWS.

BY- FUCHEL, JUDITH C.

CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION

REPORT NUMBER BR-6-8111

PUB DATE SEP 66

CONTRACT OEC-6-10-312

EDRS PRICE MF-\$0.27 HC-\$6.48 162P.

DESCRIPTORS- \*MANPOWER UTILIZATION, \*OCCUPATIONAL PERSISTENCE, \*TEACHER MOTIVATION, \*TEACHER SHORTAGE, \*EDUCATIONAL STRATEGIES, \*EMPLOYMENT SERVICES, \*JOB ANALYSIS, \*LONGITUDINAL STUDIES, \*MOTIVATION, NEW YORK, NEW YORK CITY, \*UNEMPLOYMENT,

A FOUR-PART LONGITUDINAL INVESTIGATION WAS REPORTED OF TEACHING PERSISTENCE OF CERTAIN COLLEGE GRADUATES BASED ON FOUR FOLLOWUP QUESTIONNAIRES. THE SPECIFIC OBJECTIVES OF THIS STUDY WERE TO CONTINUE THE SEARCH FOR (1) REASONS WHY TEACHERS LEAVE CLASSROOM SERVICE AND (2) SUGGESTIONS THAT MIGHT BRING PREMATURELY RETIRED TEACHERS BACK TO TEACHING. SUBJECTS WERE ASKED TO GIVE REASONS FOR PERSISTENCE IN TEACHING, AND FINDINGS SHOWED THAT (1) FINANCIAL STATUS WAS RELATED TO PERSISTENCE, (2) THE HUSBAND'S ATTITUDE WAS NOT DECISIVE IN DETERMINING IF HIS WIFE CONTINUED TO TEACH, (3) THE PERSON'S EXTENT OF INVOLVEMENT WITH HOME OR COMMUNITY WORK WAS RELATED TO NONPERSISTENCE, AND (4) MOST WOMEN ENTERED THE TEACHING PROFESSION BY DEFAULT. VARIOUS IMPLICATIONS ARISING FROM THE STUDY AND POSSIBLE SOLUTIONS TO THE PROBLEM OF NONPERSISTENCE OF CLASSROOM TEACHERS WERE OFFERED. (6D)

ED 010 439

04

PROGRAMED EXCHANGES AND THE CONTROL OF AGGRESSION.

BY- ELLIS, DESMOND P. HANBLIN, ROBERT L.

WASHINGTON UNIV., SOCIAL SCIENCE CTR., ST. LOUIS

REPORT NUMBER BR-6-8138

PUB DATE NOV 66

CONTRACT OEC-3-6-D68138-D849

EDRS PRICE MF-\$0.09 HC-\$1.84 46P.

DESCRIPTORS- \*AGGRESSION, \*BEHAVIOR PROBLEMS, \*PROGRAM PLANNING, \*PSYCHOLOGICAL EVALUATION, \*REINFORCEMENT, \*CONDITIONED STIMULUS, MISSOURI, ST. LOUIS,

SYSTEMS OF EXCHANGE - USING THE EXTINCTION, DISTRACTION, AND SUBSTITUTION EFFECTS SYSTEMS - WERE IMPLEMENTED TO DECREASE AGGRESSION AND PROMOTE COOPERATION AND SCHOLARLY BEHAVIOR. THREE SYSTEMS WERE TESTED USING EXCHANGE THEORY AS A GUIDE. THE SUBJECTS WERE FIVE 4- AND 5-YEAR-OLD BOYS DIAGNOSED AS HYPERAGGRESSIVE. EXPERIMENTAL CONDITIONS INCLUDED (1) THREATS AND PUNISHMENT BY THE TEACHER TO LOWER THE RATE OF AGGRESSION, (2) IGNORING ACTS OF PROVOCATION AND NOT RECIPROCATING WITH ATTENTION, AND (3) RECIPROCATING WITH ATTENTION, APPROVAL, AND TOKENS. THE MEASUREMENT APPARATUS CONSISTED OF TWO UNITS-- (1) AN ESTERLINE ANGUS EVENT RECORDER AND (2) AN OPERATING PANEL WITH 20 BUTTONS. DIRECT OBSERVATIONS WERE ALSO EMPLOYED. GENERALLY, THE RESULTS SUGGESTED THAT THE RATE OF AGGRESSION WAS PROPORTIONAL TO THE REINFORCING VALUE OF THE TEACHER'S RECIPROCATION IN THE EXCHANGES SHE ESTABLISHED IN THE CLASSROOM. CONCLUSIONS WERE THAT THE TEACHER'S AUTHORITY IN THE CLASSROOM DEPENDED ENTIRELY ON WHAT SHE EXCHANGES AND HOW SHE LEARNS TO PROGRAM THOSE EXCHANGES. (RS)

ED 010 440

24

APPRAISAL OF CURRICULUM MATERIALS DEVELOPED FOR USE BY SECONDARY HOME ECONOMICS TEACHERS.

BY- HORN, FERN M.

UNIVERSITY OF MINNESOTA, MINNEAPOLIS

REPORT NUMBER BR-6-8141

PUB DATE SEP 66

GRANT OEG-6-068141-0950

EDRS PRICE MF-\$0.27 HC-\$6.32 150P.

DESCRIPTORS- \*CHILD DEVELOPMENT, \*CLOTHING INSTRUCTION, \*CURRICULUM EVALUATION, \*HOME ECONOMICS, \*INSTRUCTIONAL MATERIALS, MEASUREMENT TECHNIQUES, MINNEAPOLIS, MINNESOTA, RESOURCE MATERIALS, SECONDARY SCHOOL TEACHERS,

AN APPRAISAL WAS MADE OF THE CLOTHING INSTRUCTION AND CHILD DEVELOPMENT CURRICULUM RESOURCE MATERIALS DEVELOPED FOR USE BY SECONDARY HOME ECONOMICS TEACHERS. PROCEDURES INCLUDED (1) A TEACHER SURVEY OF THE USES MADE OF RESOURCES AND (2) A PUPIL SURVEY WITH SPECIALLY PREPARED TEST INSTRUMENTS TO DETERMINE IF THE OBJECTIVES OF THE CLASSROOMS, GRADES 7-12, WHERE THE RESOURCE MATERIALS WERE USED WERE BEING FULFILLED. APPROXIMATELY 600 TEACHERS AND 6,000 STUDENTS FROM A VARIETY OF COMMUNITIES IN MINNESOTA PARTICIPATED. FROM AN ANALYSIS OF THE RESULTING DATA, IT WAS APPARENT THAT STUDENT ACHIEVEMENT AND INTELLECT WERE HIGHLY CORRELATED WITH THE FUNCTIONAL USAGE OF RESOURCE MATERIALS, AS THE USE MADE WAS A SIGNIFICANT POSITIVE FACTOR IN MEAN TEST SCORES OBTAINED. IT WAS NOTED, HOWEVER, THAT MANY TEACHERS NEED HELP IN ORGANIZING THEIR CLASSROOMS TO ACCOMMODATE NEW INSTRUCTIONAL MATERIALS FOR CLOTHING AND CHILD DEVELOPMENT PROGRAMS. (JH)

ED 010 441

24

STUDIES OF THE COMMUNICATION PROCESSES OF RETARDED AND NORMAL MALES.

BY- LOVITT, THOMAS C.

UNIVERSITY OF KANSAS, SCH. OF EDUCATION, LAWRENCE

REPORT NUMBER BR-6-8252

PUB DATE 66

GRANT OEG-2020-99-6

EDRS PRICE MF-\$0.09 HC-\$1.80 45P.

DESCRIPTORS- \*COMMUNICATION SKILLS, \*LISTENING, \*RETARDED CHILDREN, \*SPEAKING, COMPARATIVE ANALYSIS \*READING PROCESSES,

KANSAS, WICHITA,

THE RESEARCH CONTAINED IN THIS REPORT INCLUDED TWO STUDIES-- (1) OPERANT PREFERENCE FOR RATE OF NARRATION AND (2) ORAL READING, SILENT READING, AND SPEAKING RATES. THE FIRST STUDY WAS BASED ON A DOCTORAL DISSERTATION FOR WHICH OPERANT-CONDITIONING TECHNIQUES AND CONJUGATE REINFORCEMENT WERE APPLIED IN RECORDING PREFERENCES FOR NARRATIVE RATE. THE SAMPLE CONSISTED OF 10 NORMAL AND 10 RETARDED MALE SUBJECTS, RANGING IN AGE FROM 10 TO 14 YEARS. THE FINDINGS INDICATED THAT (1) FOR THE CONTINUOUS PRESENTATION OF STIMULI, SPECIFIC PREFERENCES PREVAILED FOR NARRATION AT A CERTAIN RATE AND (2) A DISCREPANCY MAY EXIST BETWEEN OPERANT AND VERBAL PREFERENCES. THE SECOND STUDY ASSESSED THE THREE ADDITIONAL COMMUNICATIVE ELEMENTS. THE SUBJECTS WERE 10 NORMAL AND 9 RETARDED MALES BETWEEN THE AGES OF 10 AND 14 YEARS. THE FINDINGS INDICATED A LACK OF CONSISTENT PERFORMANCE BETWEEN AND AMONG GROUPS. IN ADDITION, EACH COMMUNICATIVE PARAMETER (READING, SPEAKING, AND LISTENING) WAS FOUND TO BE UNDER DIFFERENT STIMULUS CONTROL. (RS)

ED 010 442

48

STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR. PROGRESS REPORT NO. 3.

BY- LANE, HARLAN L.

UNIVERSITY OF MICHIGAN, ANN ARBOR

REPORT NUMBER BR-6-1784

PUB DATE 1 JUL 66

REPORT NUMBER PR-3

CONTRACT OEC-3-6-061784-0508

EDRS PRICE MF-\$0.63 HC-\$18.00 450P.

DESCRIPTORS- \*AUDITORY DISCRIMINATION, \*LANGUAGE PATTERNS, \*LANGUAGE RESEARCH, \*SELF CONCEPT, ANN ARBOR, BILINGUALISM, LANGUAGE ABILITY, LANGUAGE SKILLS, MICHIGAN, PHONETIC ANALYSIS, PHONETICS, RHETORIC,

THE FOUR STUDIES INCORPORATED IN THIS PROGRESS REPORT ATTEMPTED TO ANALYZE STABILIZED LANGUAGE PROCESSES AND TO EXAMINE THE COMPONENTS OF LANGUAGE PERFORMANCE, RANGING FROM SYSTEMATIC PHONETICS TO LOGICAL DISCOURSE. THE FIRST STUDY REPORTED WORK ON HUMAN AUDITORY SENSITIVITY AS A FUNCTION OF FREQUENCY AND INTENSITY. THE NEXT TWO STUDIES WERE ADDRESSED TO THE ANALYSIS OF LANGUAGE PROSODY, IN ONE CASE, NATIVE LANGUAGE, AND IN ANOTHER, PROSODY AS A SECOND LANGUAGE. THE LAST STUDY DEALT WITH A REFORMULATION OF THE AREA OF ATTITUDE CHANGE AND SELF-PERCEPTION. OTHER RESEARCH PROJECTS IN PROGRESS ARE DESCRIBED AT THE END OF THE REPORT. (6D)

ED 010 443

24

THE MUSEUM AND THE ART TEACHER.

BY- HAUSMAN, JEROME J.

GEORGE WASHINGTON UNIV., WASHINGTON, D. C.

REPORT NUMBER BR-6-2078

PUB DATE DEC 66

CONTRACT OEC-2-6-062078-0754

EDRS PRICE MF-\$0.18 HC-\$3.68 92P.

DESCRIPTORS- \*ART EDUCATION, \*EDUCATIONAL RESOURCES, \*INSERVICE TEACHER EDUCATION, \*INSTITUTE TYPE COURSES, \*MUSEUMS, COOPERATIVE PROGRAMS, DISTRICT OF COLUMBIA, SECONDARY SCHOOL TEACHERS, TEACHER GUIDANCE,

A COOPERATIVE, 6-WEEK SUMMER INSTITUTE WAS CONDUCTED AT

THE NATIONAL GALLERY OF ART TO DEMONSTRATE SOME OF THE SPECIFIC WAYS THAT MUSEUM RESOURCES COULD BE USED TO IMPROVE THE TEACHING OF ART IN SECONDARY SCHOOLS. THE PROGRAM CONSISTED OF A COURSE IN THE HISTORY OF ART AND WORKSHOPS IN (1) MATERIALS AND TECHNIQUES OF PAINTING, (2) TECHNIQUES IN DEVELOPING AUDIOVISUAL INSTRUCTIONAL AIDS, AND (3) METHODS OF CONDUCTING GALLERY TOURS. THIRTY-NINE PARTICIPATING ART TEACHERS DEVELOPED TEACHING PLANS AND MATERIALS THAT WERE THEN UTILIZED IN THEIR RESPECTIVE SCHOOL SYSTEMS. THESE PLANS CONSTITUTED MODELS OF HOW A PARTICULAR GROUP OF TEACHERS WERE ABLE TO EXPAND THE CONTENT OF THEIR TEACHING. THE EVALUATION OF THE PROGRAM HAD IMPLICATIONS FOR FUTURE EFFORTS INVOLVING MUSEUM AND ART EDUCATION PERSONNEL. THE REPORT CALLED ATTENTION TO SUCH FACTORS AS THE SELECTION AND ORIENTATION OF PARTICIPANTS, THE IDENTIFICATION AND ORGANIZATION OF PROGRAM CONTENT, AND THE NEED FOR CONTINUED INVOLVEMENT OF MUSEUMS IN EDUCATIONAL PROBLEMS OF ART INSTRUCTION. RECOMMENDATIONS DEALT WITH THE NEED TO ESTABLISH COGNITIVE LEARNING PROCESSES THAT WILL ENHANCE CAPACITIES TO UNDERSTAND AND APPRECIATE WORKS OF ART. (JH)

## ED 010 444

48

A STUDY IN THE ANALYSIS OF THE HINDI VERB.

BY- BAHL, KALI C.

UNIVERSITY OF CHICAGO

REPORT NUMBER NDEA-VI-217

PUB DATE

63

EDRS PRICE MF-\$0.27 HC-\$7.36 184P.

DESCRIPTORS- \*GRAMMAR, \*HINDI, \*LANGUAGE INSTRUCTION, \*LANGUAGE PATTERNS, \*LANGUAGE RESEARCH, CHICAGO, ILLINOIS, LANGUAGE ENRICHMENT,

A CONSTITUENT STRUCTURE OF HINDI WAS FORMULATED TO ACCOUNT FOR THE PHENOMENA OF COMPOUND AND CONJUNCT VERBS IN THE LANGUAGE. THE TRADITIONAL CLASS OF CONJUNCT VERBS OR THE COMPOUND VERBS, CONSISTING OF NOUN OR ADJECTIVE PLUS VERB, WAS REINTERPRETED IN THIS ANALYSIS. THE FOUR SECTIONS OF THE TEXT DEALT WITH (1) THE SUBJECT-PREDICATE KERNEL SENTENCE, INCLUDING THE NECESSARY EXPANSIONS AS WELL AS TRANSFORMATIONS OF ITS CONSTITUENTS, (2) SUBJECT AND OBJECT CONSTITUENTS AND THE RULES OF CONCORD BETWEEN THEM AND THE VERB, (3) VERB SEQUENCES OF VARIOUS SORTS, AND (4) VERBAL ENDINGS AND THEIR TRANSFORMATIONS. THE APPENDIXES INCLUDED GLOSSES IN ENGLISH, A STUDY IN THE ANALYSIS OF THE HINDI VERB, AND THE GRAMMATICAL CATEGORIES OF THE HINDI VERB. (6C)

## ED 010 445

48

COURSE MATERIALS FOR ELEMENTARY INTENSIVE HINDI. VOLUME 1.

BY- MCCORMACK, WILLIAM C.

UNIVERSITY OF WISCONSIN, MADISON

REPORT NUMBER NDEA-VI-221-1

PUB DATE

62

EDRS PRICE MF-\$0.54 HC-\$14.20 355P.

DESCRIPTORS- \*COURSE ORGANIZATION, \*HINDI, \*INSTRUCTIONAL AIDS, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, BOOKS, CURRICULUM GUIDES, GLOSSARIES, GRAMMAR, LANGUAGE PATTERNS, LANGUAGE RESEARCH, MADISON, PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, WISCONSIN,

THE MATERIALS IN THIS REPORT ARE INTENDED FOR USE IN A TWO-SEMESTER COURSE IN ELEMENTARY HINDI, THE PRIMARY LANGUAGE OF INDIA. THE MATERIALS PROVIDE THE STUDENT WITH ELEMENTS OF

SPOKEN HINDI PLUS FUNDAMENTAL READING TRAINING IN DEVANAGARI SCRIPT. BOTH NEWLY DEVELOPED MATERIALS AND SELECTIONS AND ADAPTATIONS FROM PUBLISHED HINDI TEXTS ARE INCLUDED, WITH AN EXPERIMENTALLY TESTED COURSE SYLLABUS. THE MATERIALS ARE NOT TO BE USED AS A TEXTBOOK BUT ARE MERELY TO PROVIDE THE TEACHER OF HINDI WITH USEFUL INSTRUCTIONAL AIDS. (SEE ALSO ED 010 446.) (JH)

## ED 010 446

48

COURSE MATERIALS FOR ELEMENTARY INTENSIVE HINDI. VOLUME II.

BY- MCCORMACK, WILLIAM C.

UNIVERSITY OF WISCONSIN, MADISON

REPORT NUMBER NDEA-VI-221-2

PUB DATE

62

EDRS PRICE MF-\$0.63 HC-\$16.48 412P.

DESCRIPTORS- \*GLOSSARIES, \*HINDI, \*INSTRUCTIONAL AIDS, \*LANGUAGE INSTRUCTION, \*LANGUAGE PATTERNS, BOOKS, LANGUAGE GUIDES, MADISON, WISCONSIN,

THE MATERIALS IN THIS REPORT WERE COMPILED FOR USE AS INSTRUCTIONAL AIDS IN A TWO-SEMESTER COURSE IN ELEMENTARY HINDI, THE PRIMARY LANGUAGE OF INDIA. THE COMPILATION IS PRESENTED IN PRELIMINARY FORM AS ITS PRACTICAL USEFULNESS IN A CLASSROOM SITUATION WAS UNKNOWN AT THE TIME OF REPORTING. MATERIALS INCLUDE (1) CONVERSATIONAL UNITS ADAPTED FROM HENRY HOENIGSWALD'S "SPOKEN HINDUSTANI," (2) 11 CONVERSATIONS BASED ON INDIAN CULTURAL SITUATIONS, AND (3) GLOSSARIES TO 10 SELECTED READINGS IN HINDI SCHOOLBOOKS, AVAILABLE IN THE MEMORIAL LIBRARY OF THE UNIVERSITY OF WISCONSIN. (SEE ALSO ED 010 445.) (JH)

## ED 010 447

48

CONVERSATIONAL HINDI-URDU. VOLUME 1, PART 1.

BY- GUMPERZ, JOHN J. AND OTHERS

INTERNATIONAL COMMUNICATIONS FOUNDATION

REPORT NUMBER NDEA-VI-229-1

PUB DATE

62

UNIV. OF CALIF., BERKELEY CAMP., INST. OF INTERNAT. ST.

EDRS PRICE MF-\$0.36 HC-\$8.80 220P.

DESCRIPTORS- \*HINDI, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PRONUNCIATION INSTRUCTION, \*URDU, BERKELEY, CALIFORNIA, MONTEREY PARK,

THIS DOCUMENT IS VOLUME 1, PART 1 OF A TWO-VOLUME TEXT IN BASIC CONVERSATIONAL HINDI-URDU. TWO UNITS OF STUDY, EACH SUBDIVIDED INTO THREE CONVERSATIONS WITH ATTENDANT PRONUNCIATION AND GRAMMAR DRILLS ARE PROVIDED. CONVERSATION AND DRILL TECHNIQUES ARE COMBINED WITH COLOR SLIDE SEQUENCES PHOTOGRAPHED IN APPROPRIATE NATIVE LOCALES. THE ATTEMPT HERE IS TO ENHANCE THE LANGUAGE-LEARNING OF THE STUDENT BY REFERENCING SOCIAL, SITUATIONAL, AND LOCATIONAL CONTEXTS IN WHICH THE LANGUAGE IS ACTUALLY USED. (REFER TO ED 010 448 AND ED 010 449 FOR ADDITIONAL INFORMATION.) (JH)

## ED 010 448

48

CONVERSATIONAL HINDI-URDU. VOLUME 1, PART 2.

BY- GUMPERZ, JOHN J. AND OTHERS

INTERNATIONAL COMMUNICATIONS FOUNDATION

REPORT NUMBER NDEA-VI-229-2

PUB DATE

62

UNIV. OF CALIF., BERKELEY CAMP., INST. OF INTERNAT. ST.

EDRS PRICE MF-\$0.27 HC-\$7.90 195P.

DESCRIPTORS- \*HINDI, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PRONUNCIATION INSTRUCTION, \*URDU, BERKELEY, CALIFORNIA, MONTEREY PARK,

VOLUME 1, PART 2 OF A TWO-VOLUME TEXT IN BASIC CONVERSATIONAL HINDI-URDU CONSISTS OF TWO UNITS OF STUDY, EACH SUBDIVIDED INTO THREE CONVERSATIONS WITH ATTENDANT PRONUNCIATION AND GRAMMAR DRILLS. TWO PRECEDING UNITS OF STUDY WERE COVERED IN VOLUME 1, PART 1 (ED 010 447). A VOCABULARY GLOSSARY OF ALL FOUR UNITS OF VOLUME 1 APPEARS AT THE END OF THIS DOCUMENT. (REFER TO ED 010 449 FOR ADDITIONAL INFORMATION.) (JH)

## ED 010 449

48

CONVERSATIONAL HINDI-URDU, VOLUME 2.

BY- GUNPERZ, JOHN J. AND OTHERS

INTERNATIONAL COMMUNICATIONS FOUNDATION

REPORT NUMBER NDEA-VI-229-3

PUB DATE

63

UNIV. OF CALIF., BERKELEY CAMP., INST. OF INTERNAT. ST.

EDRS PRICE MF-\$0.36 HC-\$10.32 258P.

DESCRIPTORS- \*HINDI, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PRONUNCIATION INSTRUCTION, \*URDU, BERKELEY, CALIFORNIA, MONTEREY PARK,

THIS PUBLICATION CONTAINS SIX UNITS OF BASIC HINDI-URDU STUDY, EACH UNIT CONSISTING OF TWO CONVERSATIONS. THE CONVERSATIONS REPRESENT TYPES OF CASUAL ENCOUNTERS IN WHICH THE PARTICIPANTS ARE SOCIAL EQUALS, RANGING FROM CASUAL MEETINGS DURING TRAVEL AND TELEPHONE CONVERSATIONS TO INFORMAL "GET-TOGETHERS" AND SITUATIONS INVOLVING DISCUSSIONS OF MODERN POLITICAL AND SOCIAL LIFE OF LOCALES NATIVE TO THE LANGUAGE. A COMPLETE GLOSSARY OF VOCABULARY IS INCLUDED. (REFER TO ED 010 447 AND ED 010 448 FOR ADDITIONAL INFORMATION.) (JH)

## ED 010 450

48

HUNGARIAN, BASIC COURSE. UNITS 1-12.

BY- KOSKI, AUGUSTUS A. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-234-1

PUB DATE

62

EDRS PRICE MF-\$0.45 HC-\$11.24 281P.

DESCRIPTORS- \*HUNGARIAN, \*LANGUAGE INSTRUCTION, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, \*STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE GUIDES, LANGUAGE PATTERNS, PHONOTAPE RECORDINGS,

THIS PUBLICATION COMPRISES VOLUME 1 OF A TWO-VOLUME INTRODUCTORY COURSE IN THE HUNGARIAN LANGUAGE. THE COURSE IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THOUGH EMPHASIS IS PLACED ON GIVING THE STUDENT SPOKEN COMMAND OF THE LANGUAGE, BOTH THE VOCABULARY AND THE STRUCTURE NECESSARY FOR IMMEDIATE USE OF WRITTEN MATERIALS ARE INCLUDED. EACH LESSON UNIT INCLUDES (1) BASIC SENTENCES, (2) NOTES ON PRONUNCIATION AND GRAMMAR, AND (3) DRILLS. (FOR VOLUME 2 SEE ED 010 451.) (6C)

## ED 010 451

48

HUNGARIAN, BASIC COURSE. UNITS 13-24.

BY- KOSKI, AUGUSTUS A. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-234-2

PUB DATE

64

EDRS PRICE MF-\$0.54 HC-\$14.04 351P.

DESCRIPTORS- \*HUNGARIAN, \*LANGUAGE INSTRUCTION, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, \*STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE GUIDES, LANGUAGE PATTERNS, PHONOTAPE RECORDINGS,

VOLUME 2 OF A TWO-VOLUME INTRODUCTORY COURSE IN THE HUNGARIAN LANGUAGE IS PRESENTED. THE COURSE IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THE LESSON UNITS INCLUDE (1) BASIC SENTENCES, (2) NOTES ON PRONUNCIATION AND GRAMMAR, AND (3) DRILLS. (FOR VOLUME 1 SEE ED 010 450.) (6C)

## ED 010 452

48

IGBO, BASIC COURSE.

BY- SWIFT, LLOYD B. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-250

PUB DATE

62

EDRS PRICE MF-\$0.81 HC-\$20.56 514P.

DESCRIPTORS- \*BASIC VOCABULARY, \*IGBO, \*LANGUAGE INSTRUCTION, \*LINGUISTICS, \*TEXTBOOKS, COURSE ORGANIZATION, DISTRICT OF COLUMBIA, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, STRUCTURAL ANALYSIS, TAPE RECORDINGS,

A BASIC COURSE WAS PREPARED ON THE SPEECH OF TWO MEMBERS OF THE EZINEHITE GROUP OF IGBO IN EASTERN NIGERIA. THE ESSENTIAL PHONOLOGICAL AND GRAMMATICAL STRUCTURES OF IGBO ARE PRESENTED WITHIN A SMALL VOCABULARY OF APPROXIMATELY 600 ITEMS. THE COURSE MATERIALS CONSIST OF (1) TONE DRILLS, (2) 24 UNITS OF DIALOGS, NOTES, AND DRILLS, (3) SIX UNITS OF DIALOGS AND SHORT NARRATIVES, AND (4) VOCABULARY. THE SPEECH OF THE IGBO AUTHORS IS RECORDED ON ACCOMPANYING TAPES. THE DIALOGS OF THE 30 UNITS ARE PRESENTED IN 4 COLUMNS OF (1) PRONUNCIATION, (2) STRUCTURE, (3) SPELLING, AND (4) ENGLISH. THE STRUCTURE COLUMN CONTAINS PARENTHETICAL NOTES CONCERNING THE TONE CLASS MEMBERSHIP OF NOUNS OR VERBS, OTHER GRAMMATICAL CATEGORIES, AND A RESPELLING OF UTTERANCES. THE SPELLING COLUMN PRESENTS THE SAME UTTERANCES IN THE IGBO ORTHOGRAPHY. THE ENGLISH COLUMN PRESENTS A LITERAL TRANSLATION. THE COURSE HAS BEEN EXTENSIVELY REVISED AND EXPANDED SINCE ITS FIRST EXPERIMENTAL USE IN AN INTENSIVE 12-WEEK CLASS. THE MATERIAL IS PLANNED FOR USE WITH A NATIVE SPEAKER AS INSTRUCTOR. (RS)

## ED 010 453

48

SINO-AMERICAN CONFERENCE ON INTELLECTUAL COOPERATION, REPORT AND PROCEEDINGS, HELD AT THE UNIVERSITY OF WASHINGTON, JULY 10-15, 1960.

BY- TAYLOR, GEORGE E. AND OTHERS

UNIVERSITY OF WASHINGTON, SEATTLE

REPORT NUMBER NDEA-VI-5

PUB DATE

60

EDRS PRICE MF-\$0.45 HC-\$13.28 332P.

DESCRIPTORS- \*CONFERENCES, \*COOPERATIVE PROGRAMS, \*FOREIGN RELATIONS, \*INTERCOMMUNICATION, \*INTERDISCIPLINARY APPROACH, CHINA, INTERCULTURAL PROGRAMS, INTERNATIONAL EDUCATION, NATIONAL PROGRAMS, SEATTLE, TAIWAN, WASHINGTON,

SCHOLARS FROM THE UNITED STATES AND THE REPUBLIC OF CHINA MET TO DISCUSS INTELLECTUAL COOPERATION AND COMMUNICATION BETWEEN THE TWO COUNTRIES. CONFERENCE

PARTICIPANTS (N276) PLACED EMPHASIS ON THE UNITY OF KNOWLEDGE AND THE UNIVERSALIZATION OF DISCIPLINES. MAJOR RECOMMENDATIONS WERE--(1) MUTUAL AGREEMENT ON OBJECTIVES, ON THE APPROACH, AND ON THE CONCEPTS TO BE USED IN ALL INTELLECTUAL ENTERPRISES, (2) ACTIVE COOPERATION BETWEEN SCHOLARS OF DIFFERENT COUNTRIES IN JOINT RESEARCH ENTERPRISES ON A DISCIPLINARY AS WELL AS A MULTIDISCIPLINARY BASIS, (3) ACCEPTANCE BY THE UNIVERSITY COMMUNITY OF A FULL SHARE IN THE RESPONSIBILITY FOR INTERNATIONAL INTELLECTUAL COOPERATION, AND (4) ESTABLISHMENT OF SOME SORT OF ORGANIZATION IN EACH COUNTRY WHICH WILL REPRESENT AND BE RESPONSIBLE TO ACADEMIC INSTITUTIONS IN ORDER TO CARRY OUT THE RESPONSIBILITY. (TC)

## ED 010 451

48

CHINESE-MANDARIN FOR SECONDARY SCHOOL, PART 1--TEACHER'S HANDBOOK.

SAN FRANCISCO STATE COLL.

REPORT NUMBER NDEA-VI-175-1

EDRS PRICE MF-\$0.54 HC-\$15.92 398P.

DESCRIPTORS- \*COURSE ORGANIZATION, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*MANDARIN CHINESE, \*TEACHING GUIDES, CALIFORNIA, CURRICULUM DEVELOPMENT, GRADE 9, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, PATTERN DRILLS (LANGUAGE), PROGRAM PLANNING, SAN FRANCISCO,

THIS TEACHER'S HANDBOOK IS FOR LANGUAGE LABORATORY INSTRUCTION IN MANDARIN CHINESE IN SECONDARY SCHOOLS. THE MATERIALS ARE PLANNED ACCORDING TO THE CHINESE CURRICULUM ADOPTED BY THE ADVISORY COMMITTEE ON CHINESE LANGUAGE INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS, AND CONSTITUTE THE FIRST LEVEL OF A 4-YEAR SEQUENCE TO BE USED BY NINTH-GRADE STUDENTS. FIFTEEN UNITS ARE PLANNED FOR TWO SEMESTERS' INSTRUCTION. EACH UNIT CONSISTS OF (1) A BRIEF ENGLISH EXPLANATION OF THE SITUATION, (2) A CUE SHEET, (3) A DIALOG, (4) A SUMMARY OF THE CONTENTS OF THE UNIT, (5) THE SOUNDS, (6) VOCABULARY, (7) STRUCTURAL PATTERNS, (8) NOTES, (9) DRILLS OF FLUENCY, REPETITION, SUBSTITUTION, REPLACEMENT, RESPONSE, AND DIRECTED CONVERSATION, (10) DIALOG EXPANSION, (11) NARRATION, (12) RHYMES, AND (13) PROGRESS EVALUATION. (FOR THE STUDENT'S HANDBOOK SEE ED 010 455.) (GC)

## ED 010 455

48

CHINESE-MANDARIN FOR SECONDARY SCHOOL, PART 2--STUDENT'S HANDBOOK.

SAN FRANCISCO STATE COLL.

REPORT NUMBER NDEA-VI-175-2

EDRS PRICE MF-\$0.27 HC-\$6.12 153P.

DESCRIPTORS- \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*LANGUAGE PATTERNS, \*MANDARIN CHINESE, CALIFORNIA, COURSE ORGANIZATION, GRADE 9, INSTRUCTIONAL MATERIALS, PATTERN DRILLS (LANGUAGE), SAN FRANCISCO,

THIS STUDENT'S HANDBOOK IS FOR LANGUAGE LABORATORY INSTRUCTION IN MANDARIN CHINESE IN SECONDARY SCHOOLS. THE MATERIAL CONSTITUTES THE FIRST LEVEL OF A 4-YEAR SEQUENCE TO BE USED BY NINTH-GRADE STUDENTS. FIFTEEN UNITS ARE PLANNED FOR TWO SEMESTERS' INSTRUCTION. THIS TEXT CONSISTS OF (1) A BRIEF ENGLISH EXPLANATION OF THE SITUATION, (2) A CUE SHEET, (3) DIALOGS, (4) SUMMARY OF THE CONTENTS OF THE UNIT, (5) THE SOUNDS, (6) VOCABULARY, (7) STRUCTURAL PATTERNS, (8) NOTES,

(9) DRILLS OF FLUENCY, REPETITION, SUBSTITUTION, REPLACEMENT, RESPONSE, AND DIRECTED CONVERSATION, (10) DIALOG EXPANSION, (11) NARRATION, (12) RHYMES, AND (13) PROGRESS EVALUATION. (FOR THE TEACHER'S HANDBOOK SEE ED 010 454.) (GC)

## ED 010 456

48

BEGINNING INDONESIAN, VOLUME 1.

BY- DYEN, ISIDORE

REPORT NUMBER NDEA-VI-251-1

EDRS PRICE MF-\$0.18 HC-\$5.12 128P.

DESCRIPTORS- \*GRAMMAR, \*INDONESIAN, \*LANGUAGE INSTRUCTION, \*LANGUAGE PROGRAMS, \*TRANSLATION, LANGUAGE GUIDES, MODERN LANGUAGES,

VOLUME 1 OF A 4-VOLUME WORK ON BEGINNING INDONESIAN CONTAINS THE FIRST 6 LESSONS OF A TOTAL OF 24. THESE SIX LESSONS PROVIDE DRILLS IN BASIC INDONESIAN SENTENCE PATTERNS INVOLVING THE USE OF TERMS OF ADDRESS, POLITE FORMULAS AND RESPONSES, AUXILIARIES, COMMANDS, AND ABSOLUTE EXPRESSIONS. RELATED REPORTS ARE ED 010 456 THROUGH ED 010 459. (GD)

## ED 010 457

48

BEGINNING INDONESIAN, VOLUME 2.

BY- DYEN, ISIDORE

REPORT NUMBER NDEA-VI-251-2

EDRS PRICE MF-\$0.27 HC-\$6.36 159P.

DESCRIPTORS- \*GRAMMAR, \*INDONESIAN, \*LANGUAGE GUIDES, \*LANGUAGE PROGRAMS, \*TRANSLATION, LANGUAGE INSTRUCTION, MODERN LANGUAGES,

VOLUME 2 OF A 4-VOLUME WORK ON BEGINNING INDONESIAN CONTAINS LESSONS 7-12 OF A TOTAL OF 24. THESE SIX LESSONS PROVIDE DRILLS IN BASIC INDONESIAN SENTENCE PATTERNS INVOLVING THE USE OF DIFFICULT VERBS, THE ACTIVE VOICE, INVERTED NARRATIVE CLAUSES, INTERROGATIVE WORDS, AND COUNTING METHODS. RELATED REPORTS ARE ED 010 456 THROUGH ED 010 459. (GD)

## ED 010 458

48

BEGINNING INDONESIAN, VOLUME 3.

BY- DYEN, ISIDORE

REPORT NUMBER NDEA-VI-251-3

EDRS PRICE MF-\$0.36 HC-\$8.28 207P.

DESCRIPTORS- \*GRAMMAR, \*INDONESIAN, \*LANGUAGE INSTRUCTION, \*LANGUAGE PROGRAMS, \*TRANSLATION, LANGUAGE GUIDES, MODERN LANGUAGES,

VOLUME 3 OF A 4-VOLUME WORK ON BEGINNING INDONESIAN CONTAINS LESSONS 13-18 OF A TOTAL OF 24. THESE SIX LESSONS PROVIDE DRILLS IN BASIC INDONESIAN SENTENCE PATTERNS INVOLVING THE USE OF THE PASSIVE VOICE, PRONUNCIATION TECHNIQUES, ORTHOGRAPHY, FINAL VOWELS, AND FINAL SYLLABLES. LANGUAGE DRILLS ARE ALSO PROVIDED CONCERNING THE MONTHS OF THE YEAR AND THINGS TO EAT. RELATED REPORTS ARE ED 010 456 THROUGH ED 010 459. (GD)

## ED 010 459

BEGINNING INDONESIAN. VOLUME 4 AND GLOSSARY.

BY- DYEN, ISIDORE

REPORT NUMBER NDEA-VI-251-4

EDRS PRICE MF-\$0.36 HC-\$9.40 235P.

DESCRIPTORS- \*GLOSSARIES, \*GRAMMAR, \*INDONESIAN, \*LANGUAGE INSTRUCTION, \*TRANSLATION, LANGUAGE GUIDES, LANGUAGE PROGRAMS, MODERN LANGUAGES,

VOLUME 4 OF A 4-VOLUME WORK ON BEGINNING INDONESIAN CONTAINS LESSONS 19-24 OF A TOTAL OF 24. INCLUDED IN THIS FINAL VOLUME IS A GLOSSARY OF TERMS AND LESSONS WHICH PROVIDE DRILLS IN BASIC INDONESIAN SENTENCE PATTERNS INVOLVING THE USE OF FORMAL AND INFORMAL WORDS, ADJECTIVES, CLOSELY ASSOCIATED SECOND VERBS, COMPARATIVES, PREFIXES, AND SUFFIXES. RELATED REPORTS ARE ED 010 456 THROUGH ED 010 459. (6D)

## ED 010 460

SWAHILI, BASIC COURSE.

BY- STEVICK, EARL W. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-332

PUB DATE

EDRS PRICE MF-\$0.90 HC-\$23.56 589P.

DESCRIPTORS- \*BASIC VOCABULARY, \*LANGUAGE INSTRUCTION, \*LINGUISTICS, \*SWAHILI, \*TEXTBOOKS, COURSE ORGANIZATION, DISTRICT OF COLUMBIA, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, STRUCTURAL ANALYSIS,

A COURSE IN STANDARD SWAHILI, A LANGUAGE SPOKEN IN MOST OF EAST AFRICA, WAS DESIGNED FOR USE IN THREE GENERAL TYPES OF STUDY--(1) A FULL-TIME LANGUAGE PROGRAM OF 30 HOURS PER WEEK, (2) A LANGUAGE PROGRAM FOR ONE OR MORE PART-TIME STUDENTS WHO ATTEND CLASS FOR 3 TO 6 HOURS PER WEEK, AND (3) INDIVIDUAL STUDY. TAPE RECORDINGS ARE DESIGNED TO ACCOMPANY THE COURSES, AND A BRIEF DIALOG AND A SERIES OF SHORT EXERCISES COMPRISE THE 150 UNITS. (RS)

## ED 010 461

48

A SECOND YEAR URDU READER.

BY- KHAN, MASUD H. AZIN, ABDUL

UNIV. OF CALIF., BERKELEY CAMP., INST. OF INTERNAT. ST.

REPORT NUMBER NDEA-VI-361

PUB DATE

EDRS PRICE MF-\$0.36 HC-\$8.20 205P.

DESCRIPTORS- \*GLOSSARIES, \*READING INSTRUCTION, \*READING MATERIALS, \*TRANSLATION, \*URDU, BERKELEY, CALIFORNIA, MODERN LANGUAGES, READING COMPREHENSION,

A READER IN MODERN URDU PROSE IS PROVIDED FOR STUDENTS WHO ALREADY HAVE A BASIC COMMAND OF PAKISTANI URDU GRAMMAR, SPEECH, AND ALPHABET. FIVE SHORT STORIES ARE INCLUDED. A BRIEF INTRODUCTION DEALING WITH EACH AUTHOR PRECEDES EACH SHORT STORY. TO FACILITATE TRANSLATION, EACH STORY IS PROVIDED WITH A GLOSSARY AND A SET OF NOTES EXPLAINING DIFFICULT IDIOMATIC CONSTRUCTIONS. DRILLS ARE ADDED TO PROVIDE PRACTICE IN WRITING AND IN CONVERSATION. (6D)

04

## ED 010 462

48

YORUBA, BASIC COURSE.

BY- STEVICK, EARL W. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-375

PUB DATE

63

EDRS PRICE MF-\$0.54 HC-\$15.36 384P.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, \*STRUCTURAL ANALYSIS, \*YORUBA, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE GUIDES, PHONETICS, TAPE RECORDINGS,

A BASIC COURSE IN YORUBA, A LANGUAGE OF WEST AFRICA, IS PROVIDED IN THIS TEXT. THE COURSE IS DESIGNED TO BE USED WITH TAPE RECORDINGS AND IS DIVIDED INTO THREE PARTS--(1) THREE SERIES OF TONE DRILLS WHICH CONCENTRATE ON THE TONE PATTERNS OF SHORT VOWELS IN SHORT UTTERANCES, THE TONE PATTERNS OF LONG OR DOUBLE VOWELS IN SHORT UTTERANCES, AND THE TONE PATTERNS OF LONGER UTTERANCES, (2) FOLLOWING THE TONE DRILLS IS A SERIES OF 49 LESSON UNITS, OF THESE THE FIRST 20 INTRODUCE AND DRILL THOSE ASPECTS OF THE GRAMMAR WHICH INVOLVE CHANGES IN TONE AND VOWEL LENGTH, NOTES AND EXERCISES ACCOMPANY EACH UNIT, AND (3) FOLLOWING THE LESSON UNITS THEMSELVES IS A SERIES OF SENTENCES, IN THE STYLE OF A PHRASE BOOK, FROM WHICH THE STUDENT IS ENCOURAGED TO CHOOSE THOSE THAT SUIT HIS OWN NEEDS. IN ADDITION TO CHOOSING THE SENTENCES, THE STUDENT HAS THE ADDED RESPONSIBILITY OF CONSTRUCTING HIS OWN EXERCISES BASED ON THEM. THE COURSE AS A WHOLE LEADS THE STUDENT FROM CONTROLLED WORK ON RESTRICTED DRILLS TO EXERCISES WHICH REQUIRE INITIATIVE AND RESPONSIBILITY. (6C)

## ED 010 463

48

BESTOWING THE GIFT OF TONGUES--A HISTORY OF THE FIRST 2 YEARS OF OPERATION OF THE FOREIGN LANGUAGE INSTITUTE PROGRAM.

BY- BEATTIE, ARTHUR H.

MIDDLEBURY COLL., VT.

REPORT NUMBER NDEA-VI-8761

PUB DATE

MAR 61

UNIVERSITY OF ARIZONA, TUCSON

CONTRACT OEC-SAE-8761

EDRS PRICE MF-\$0.27 HC-\$5.24 131P.

DESCRIPTORS- \*HISTORICAL REVIEWS, \*LANGUAGE DEVELOPMENT, \*LANGUAGE PROGRAMS, \*LANGUAGE TEACHERS, \*PROGRAM EVALUATION, ARIZONA, COLLEGE PROGRAMS, MODERN LANGUAGES, TUCSON,

THE BACKGROUND, ESTABLISHMENT PROCEDURES, AND WORKING ACTIVITIES OF THE FOREIGN LANGUAGE INSTITUTE PROGRAM WERE PRESENTED AS WELL AS AN ANALYSIS AND EVALUATION OF THE OVERALL SUCCESS OF THE PROGRAM. COLLEGE LANGUAGE CENTERS WERE SET UP ACROSS THE COUNTRY TO TEACH LANGUAGES DESIGNATED AS IMPORTANT. ALONG WITH THESE CENTERS, THE INSTITUTE PROGRAM WAS ESTABLISHED FOR ADVANCED TRAINING OF ELEMENTARY AND SECONDARY TEACHERS OF MODERN FOREIGN LANGUAGES. DURING THE INSTITUTE PROGRAM'S FIRST 2 YEARS OF OPERATION, 49 SUMMER AND 9 FULL-YEAR INSTITUTES WERE CONDUCTED, TRAINING OVER 3,000 TEACHERS. TRAINING WAS OFFERED IN FRENCH, SPANISH, GERMAN, RUSSIAN, AND ITALIAN. FACTORS LEADING TO THE VARYING DEGREES OF SUCCESS OF THESE INSTITUTES ARE OUTLINED IN THE REPORT. (1N)

04

63

62

## ED 010 464

48

PRE-PROGRAMED BASIC FRENCH COURSE.

BY- VALDMAN, ALBERT

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER NDEA-VI-88-1

EDRS PRICE MF-\$0.45 HC-\$11.68 292P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*FRENCH, \*INSTRUCTIONAL MATERIALS, \*LANGUAGE INSTRUCTION, \*PROGRAMED TEXTS, BLOOMINGTON, COMPREHENSION DEVELOPMENT, GRAMMAR, INDIANA, LANGUAGE GUIDES, LISTENING, PROGRAMED INSTRUCTION, PROGRAMED UNITS, PRONUNCIATION INSTRUCTION, READING COMPREHENSION, SPEECH,

FIVE PREPROGRAMED UNITS OF BASIC INTERMEDIATE FRENCH ARE THE CONTENTS OF THIS TEXT. FRENCH "DIALOGS FOR LISTENING" ARE PRESENTED AT THE BEGINNING OF EACH UNIT WITH A STEP-BY-STEP ORGANIZATION, ALLOWING THE STUDENT TO GRADUALLY WORK UP TO KNOWLEDGE OF MANY SPOKEN VARIETIES OF THE ORIGINAL DIALOG WHICH HE HEARD. PRONUNCIATION REVIEWS ARE PROVIDED ON THE FRENCH "MUTE E." SELECTIONS ON FRENCH GRAMMAR INCLUDE (1) INFINITIVE PHRASES, (2) DIRECT AND INDIRECT OBJECT PRONOUNS, AND (3) THE FUTURE TENSE OF VERBS. OTHER EXERCISES ARE COMPREHENSION AND READING DRILLS. (REFER TO ED 010 465 AND ED 010 466 FOR DATA ON A BASIC COURSE FOR WHICH THESE EXPERIMENTAL MATERIALS WERE PREPARED.) (JH)

## ED 010 465

48

THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. PRELIMINARY REPORT.

BY- VALDMAN, ALBERT AND OTHERS

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER NDEA-VI-88-2

CONTRACT OEC-9498

PUB DATE

62

EDRS PRICE MF-\$0.36 HC-\$8.16 204P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*COURSE ORGANIZATION, \*FRENCH, \*INDIVIDUALIZED PROGRAMS, \*LANGUAGE INSTRUCTION, BASIC VOCABULARY, BLOOMINGTON, COLLEGE INSTRUCTION, CREDITS, EXPERIMENTAL CURRICULUM, INDIANA, INSTRUCTIONAL MATERIALS, LINGUISTICS, OVERACHIEVERS, PACING, PROGRAM EVALUATION, TEACHING TECHNIQUES, UNDERACHIEVERS,

AN EXPERIMENTAL, COLLEGE-LEVEL, ELEMENTARY FRENCH COURSE WAS ORGANIZED, IMPLEMENTED, AND EVALUATED. THE COURSE WAS APPROXIMATELY EQUIVALENT TO TWO ELEMENTARY AND TWO INTERMEDIATE SEQUENCES IN THE CONVENTIONAL PATTERN, ALLOWING 15 CREDIT HOURS FOR AN AVERAGE WORKING PERIOD OF THREE ACADEMIC SEMESTERS. THE EMPHASIS OF THE COURSE WAS ON INTENSIVE LINGUISTIC EXPOSURE AND SELF-INSTRUCTION. SELF-PACING GAVE THE MORE GIFTED PARTICIPANTS THE OPPORTUNITY TO COMPLETE THE COURSE IN TWO SEMESTERS AND GAVE THE SLOWER STUDENTS FOUR SEMESTERS OR MORE, REDUCING THE PROBABILITY OF THEIR RECEIVING FAILING GRADES. STUDENTS TAKING THE COURSE PARTICIPATED EACH WEEK IN (1) ONE PERIOD OF GRAMMATICAL ANALYSIS IN GROUPS OF UP TO 60 STUDENTS, (2) TWO DISPLAY SESSIONS EMPHASIZING STUDENT-TEACHER AND STUDENT-STUDENT INTERACTION IN GROUPS OF 2 TO 4 STUDENTS, AND (3) A MINIMUM OF 9 PERIODS OF INDIVIDUAL WORK IN A LANGUAGE LABORATORY ENVIRONMENT. OVER A 3 1/2-YEAR PERIOD, THE RESULTS OF THE EXPERIMENTAL COURSE WERE COMPARED TO THOSE OF CONVENTIONAL

INSTRUCTION SESSIONS. OBSERVED DIFFERENCES APPEARED TO BE CAUSED BY DISCREPANCIES IN COURSE CONTENT AND EMPHASIS RATHER THAN COURSE ORGANIZATION. RELATED REPORTS ARE ED 010 464 THROUGH ED 010 466. (JH)

## ED 010 466

48

THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. FINAL REPORT.

BY- VALDMAN, ALBERT AND OTHERS

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER NDEA-VI-88-3

CONTRACT OEC-9498

PUB DATE

65

EDRS PRICE MF-\$0.45 HC-\$11.92 298P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*COURSE ORGANIZATION, \*FRENCH, \*INDIVIDUALIZED PROGRAMS, \*LANGUAGE INSTRUCTION, BASIC VOCABULARY, BLOOMINGTON, COLLEGE INSTRUCTION, CREDITS, EXPERIMENTAL CURRICULUM, INDIANA, INSTRUCTIONAL MATERIALS, LINGUISTICS, OVERACHIEVERS, PACING, PROGRAM EVALUATION, TEACHING TECHNIQUES, UNDERACHIEVERS,

AN EXPERIMENTAL ELEMENTARY FRENCH COURSE WAS ESTABLISHED AT THE UNIVERSITY LEVEL AND EVALUATED ON ITS PEDAGOGICAL EFFICIENCY, ADMINISTRATIVE FEASIBILITY, AND ACHIEVEMENT-MOTIVATIONAL CAPABILITY. THE COURSE FEATURED INTENSIVE CONTACT WITH LINGUISTICS, SELF-INSTRUCTION, AND SELF-PACING. (FOR DETAILS ON THE COURSE ORGANIZATION, SEE ED 010 465, A PRELIMINARY REPORT.) RESULTS OF THE EXPERIMENTAL COURSE WERE COMPARED TO THOSE OF CONVENTIONAL FRENCH SEQUENCES OVER A 3 1/2-YEAR PERIOD. ONE OF THE MORE SUCCESSFUL FEATURES OF THE COURSE WAS ITS FLEXIBLE FRAMEWORK BY WHICH GIFTED OR MOTIVATED STUDENTS COULD PROGRESS MORE RAPIDLY WHILE WEAKER STUDENTS COULD MOVE AT A PACE GEARED TO THEIR ABILITIES WITHOUT BEING PENALIZED. DROPOUT RATES BETWEEN EXPERIMENTAL AND CONTROL (CONVENTIONAL) STUDENTS WERE INSIGNIFICANT. THE NOVELTY OF THE EXPERIMENTAL COURSE WAS NOT DETRIMENTAL TO STUDENT ACHIEVEMENT. EMPHASIS ON LABORATORY WORK ENHANCED SPEAKING ABILITIES BUT DETRACTED FROM READING AND WRITING SKILLS. THE SKILL OF LISTENING COMPREHENSION WAS NOT AFFECTED. REACTIONS OF INSTRUCTORS AND STUDENTS WHO ACTIVELY PARTICIPATED IN THE EXPERIMENT WERE POSITIVE. THE MAJOR PROBLEM WAS THE FUNDAMENTAL INCOMPATIBILITY BETWEEN THE EXPERIMENT'S EMPHASIS ON AUDIOLINGUAL PROFICIENCY AND THE OBJECTIVE OF READING PROFICIENCY IN CONVENTIONAL FRENCH INSTRUCTION. (SEE ED 010 464 FOR AN INTERMEDIATE PREPROGRAMED TEXT USED IN THE EXPERIMENTAL COURSE.) (JH)

## ED 010 467

48

THE LEXICOSTATISTICAL CLASSIFICATION OF THE AUSTRONESIAN LANGUAGES.

BY- DYEN, ISIDORE

YALE UNIV., NEW HAVEN, CONN.

REPORT NUMBER NDEA-VI-66

PUB DATE

NOV 63

EDRS PRICE MF-\$0.18 HC-\$4.80 120P.

DESCRIPTORS- \*COMPARATIVE STATISTICS, \*GLOTTOCHRONOLOGY, \*LANGUAGES, \*MALAYO POLYNESIAN LANGUAGES, CONNECTICUT, NEW HAVEN, STATISTICAL ANALYSIS, VOCABULARY,

STATISTICAL DATA DEALING WITH BASIC VOCABULARY COMPARISONS AMONG A SIGNIFICANT GROUP OF AUSTRONESIAN LANGUAGES ARE PRESENTED. SOME OF THE LANGUAGES ARE CLASSIFIED

INTO SUBGROUPS UNDER GEOGRAPHICAL DIVISIONS, AND OTHERS ARE REGARDED AS SUBGROUPS IN THEMSELVES. THE LANGUAGES COVERED IN THE STUDY STRETCH GEOGRAPHICALLY FROM MADAGASCAR TO EASTER ISLAND AND FROM TAIWAN, SOUTHEAST ASIA, AND HAWAII ON THE NORTH TO INDONESIA, NEW ZEALAND, AND POLYNESIA ON THE SOUTH. (JH)

**ED 010 468**

48

EXPERIMENT IN DETERMINING CULTURAL CONTENT AND SURVEY OF LANGUAGE-TEACHING RESEARCH. FINAL REPORT.

BY- NOSTRAND, HOWARD L.

UNIVERSITY OF WASHINGTON, SEATTLE

REPORT NUMBER NDEA-VI-37

PUB DATE JUL 64

CONTRACT OEC-4-14-008

EDRS PRICE MF-\$0.18 HC-\$4.00 102P.

DESCRIPTORS- \*CULTURAL AWARENESS, \*CULTURAL BACKGROUND, \*FRENCH, \*LANGUAGE INSTRUCTION, \*QUESTIONNAIRES, BIBLIOGRAPHY, CULTURAL EDUCATION, INTERCULTURAL PROGRAMS, LANGUAGE RESEARCH, LANGUAGE SKILLS, PRETESTING, SEATTLE, SELECTION, SOCIAL ATTITUDES, WASHINGTON,

A TWO-PART STUDY WAS CONDUCTED TO (1) PRETEST A SURVEY INSTRUMENT DESIGNED TO IDENTIFY THOSE ASPECTS OF A PARTICULAR FOREIGN CULTURE THAT MOST NEED TO BE EXPLAINED TO LEARNERS (FOR EXAMPLE, FOREIGN LANGUAGE LEARNERS), AND (2) UPDATE A PREVIOUSLY PREPARED, ANNOTATED, INTERNATIONAL BIBLIOGRAPHY ON LANGUAGE-TEACHING RESEARCH. A QUESTIONNAIRE WAS ADMINISTERED IN PART 1 TO AMERICANS LIVING IN FRANCE. THE INSTRUMENT ELICITED RESPONSES SHOWING HOW THESE AMERICANS GENERALLY VIEWED THE FRENCH PEOPLE AND SOME OF THE TROUBLESOME ASPECTS OF THEIR CROSS-CULTURAL RELATIONSHIPS. IN ADDITION, MANY RESPONDENTS WERE INTERVIEWED TO OBTAIN ANSWERS ON ITEMS OF DETAIL. GATHERED DATA WERE COLLATED INTO CATEGORIES--(1) THE ELEMENTS OF FRENCH CULTURE WHICH ARE DIFFICULT FOR AMERICANS TO UNDERSTAND, (2) PERSONAL INCIDENTS THAT APPEARED TO BE CRUCIAL TO ADJUSTMENT TO FRENCH LIFE, AND (3) PERSONAL PERCEPTIONS OF VARIOUS DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE. DATA WERE ANALYZED, AND FINDINGS INDICATED AREAS OF COMMUNICATION AND CULTURE WHICH CONTRIBUTE TO MISUNDERSTANDING BETWEEN THE TWO WAYS OF LIFE. PART 2 OF THE STUDY BROADENED THE SCOPE OF AN EXISTING LANGUAGE-TEACHING RESEARCH BIBLIOGRAPHY (PREVIOUSLY COVERING THE TIME PERIOD 1945-61) TO INCLUDE RESEARCH ACCOMPLISHED UP TO 1964. THE UPDATED VERSION CONTAINED 891 ENTRIES. (THE BIBLIOGRAPHY, ITSELF, IS NOT INCLUDED AS PART OF THIS REPORT.) (JH)

**ED 010 469**

48

MANPOWER IN THE NEGLECTED LANGUAGES, 1963-64--A REPORT IN FIVE PARTS.

BY- TIERNEY, HANNELORE AND OTHERS

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK

REPORT NUMBER NDEA-VI-41

PUB DATE 31 JAN 65

CONTRACT OEC-4-14-033

EDRS PRICE MF-\$0.45 HC-\$11.88 297P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*LANGUAGE PROGRAMS, \*MODERN LANGUAGES, \*NATIONAL SURVEYS, \*STUDENT ENROLLMENT, CHINESE, ENROLLMENT RATE, ENROLLMENT TRENDS, HEBREW, HIGHER EDUCATION, JAPANESE, LANGUAGE INSTRUCTION, NEW YORK, NEW YORK CITY, NORWEGIAN, PORTUGUESE, TEACHERS,

THIS STUDY OF "NEGLECTED LANGUAGES" IN UNITED STATES COLLEGES AND UNIVERSITIES IN 1963-64 SUPPLEMENTED AN EARLIER STUDY CONDUCTED DURING THE ACADEMIC YEAR 1962-63. THE PRESENT REPORT SHOWED (AS DID THE EARLIER ONE) THAT THE NEGLECT IS DIMINISHING WITH ENROLLMENTS OF ABOUT 21,000 IN FOREIGN LANGUAGE CLASSES, EXCLUDING THE "BIG FIVE" (FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH), AS COMPARED WITH 17,000 ENROLLMENTS REPORTED IN THE EARLIER STUDY. IN 207 COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 70 "NEGLECTED" LANGUAGES WERE BEING TAUGHT. FIVE LANGUAGES HAD ENROLLMENTS OF MORE THAN 1,000 EACH - HEBREW, JAPANESE, CHINESE, PORTUGUESE, AND NORWEGIAN. ARABIC, POLISH, SWEDISH, AND VIETNAMESE HAD ENROLLMENTS OF 500 TO 1,000 STUDENTS. RELATED INFORMATION MAY BE FOUND IN ED 010 470. (JH)

**ED 010 470**

48

MANPOWER IN THE NEGLECTED LANGUAGES, FALL 1962.

BY- HARMON, JOHN AND OTHERS

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK

REPORT NUMBER NDEA-VI-40

PUB DATE 15 DEC 63

CONTRACT OEC-2-14-032

EDRS PRICE MF-\$0.63 HC-\$10.68 467P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*LANGUAGE PROGRAMS, \*MODERN LANGUAGES, \*NATIONAL SURVEYS, \*STUDENT ENROLLMENT, CHINESE, ENROLLMENT RATES, ENROLLMENT TRENDS, HEBREW, HIGHER EDUCATION, JAPANESE, LANGUAGE INSTRUCTION, NEW YORK, NEW YORK CITY, NORWEGIAN, PORTUGUESE,

THIS REPORT ON THE STUDY OF "NEGLECTED" LANGUAGES IN UNITED STATES COLLEGES AND UNIVERSITIES IN 1962-63 SHOWED THAT THE NEGLECT WAS DIMINISHING WITH ENROLLMENTS OF ABOUT 17,000 STUDENTS IN FOREIGN LANGUAGE CLASSES, EXCLUDING THE "BIG FIVE" (FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH). IN 168 COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 68 NEGLECTED FOREIGN LANGUAGES WERE BEING TAUGHT IN 270 DEPARTMENTS BY OVER 1,000 TEACHERS TO MORE THAN 11,000 STUDENTS (A FIGURE REACHED BY ESTIMATING THAT EACH STUDENT IS ENROLLED IN ABOUT 1 1/2 COURSES IN THE LANGUAGE). THE FIVE "NEGLECTED" LANGUAGES IN WHICH THE LARGEST ENROLLMENTS WERE REPORTED ARE HEBREW, JAPANESE, CHINESE, PORTUGUESE, AND NORWEGIAN. RELATED INFORMATION MAY BE FOUND IN ED 010 469. (LP)

**ED 010 471**

48

LANGUAGE AND AREA STUDY PROGRAMS IN AMERICAN UNIVERSITIES.

BY- MOSES, LARRY

BUREAU OF INTELLIGENCE AND RESEARCH, WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-34

PUB DATE 64

EDRS PRICE MF-\$0.27 HC-\$7.08 177P.

DESCRIPTORS- \*AREA STUDIES, \*HIGHER EDUCATION, \*LANGUAGE PROGRAMS, \*NATIONAL SURVEYS, AFRICA, ASIA, COURSES, DISTRICT OF COLUMBIA, EASTERN EUROPE, GEOGRAPHIC REGIONS, LATIN AMERICA, NEAR EAST, SOVIET UNION, WESTERN EUROPE,

LANGUAGE AND AREA STUDY PROGRAMS OFFERED IN 1964 BY UNITED STATES INSTITUTIONS OF HIGHER EDUCATION ARE LISTED FOR THE AREAS OF (1) AFRICA, (2) ASIA, (3) LATIN AMERICA, (4) NEAR EAST, (5) SOVIET UNION AND EASTERN EUROPE, AND (6) WESTERN EUROPE. INSTITUTIONS OFFERING BOTH GRADUATE AND UNDERGRADUATE PROGRAMS IN LANGUAGE AND AREA STUDIES ARE

ALPHABETIZED BY AREA CATEGORY, AND PROGRAM INFORMATION ON EACH INSTITUTION IS PRESENTED, INCLUDING FACULTY, DEGREES OFFERED, REGIONAL FOCUS, LANGUAGE COURSES, AREA COURSES, LIBRARY FACILITIES, AND UNIQUE PROGRAM FEATURES. (LP)

**ED 010 472**

48

MODERN FOREIGN LANGUAGE ENROLLMENTS IN INSTITUTIONS OF HIGHER EDUCATION, FALL 1963.

BY- MARRON, JAMES M. AND OTHERS

MODERN LANG. ASSN., FOREIGN LANG. PROG. RES. CTR.

REPORT NUMBER NDEA-VI-20

PUB DATE NOV 64

CONTRACT OEC-4-14-038

EDRS PRICE MF-\$0.09 HC-\$2.28 57P.

DESCRIPTORS- \*COLLEGE STUDENTS, \*LANGUAGE PROGRAMS, \*MODERN LANGUAGES, \*NATIONAL SURVEYS, \*STUDENT ENROLLMENT, COMPARATIVE STATISTICS, ENROLLMENT TRENDS, HIGHER EDUCATION, NEW YORK, NEW YORK CITY,

TABLES ARE PRESENTED TO COMPARE MODERN FOREIGN LANGUAGE ENROLLMENTS DURING 1960, 1961, AND 1963. ENROLLMENTS ARE BROKEN DOWN TO UNDERGRADUATES AND GRADUATES, AND RESULTS ARE SUMMARIZED BY STATE. DATA ARE ALSO PRESENTED BY JUNIOR COLLEGES AND 4-YEAR COLLEGES. THE DATA INDICATE THAT A GROWING PROPORTION OF STUDENTS IN THE 1961 AND 1963 SURVEYS WERE TAKING MODERN FOREIGN LANGUAGES. (LP)

**ED 010 473**

48

FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1963.

BY- ESHELMAN, JAMES N. DERSHEM, JAMES F.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK

REPORT NUMBER NDEA-VI-22

PUB DATE 31 JAN 65

CONTRACT OEC-4-14-037

EDRS PRICE MF-\$0.09 HC-\$2.00 52P.

DESCRIPTORS- \*ENROLLMENT TRENDS, \*LANGUAGE PROGRAMS, \*NATIONAL SURVEYS, \*SECONDARY SCHOOL STUDENTS, \*STUDENT ENROLLMENT, COMPARATIVE STATISTICS, ENROLLMENT RATE, MODERN LANGUAGES, NEW YORK, NEW YORK CITY, QUESTIONNAIRES, SECONDARY EDUCATION,

THIS REPORT OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN THE PUBLIC SECONDARY SCHOOLS OF THE UNITED STATES IS FOR THE ACADEMIC YEAR 1963-64. CHARTS AND TABLES SHOW DETAILED STATE-BY-STATE COMPARISONS BETWEEN THE 1962-63 AND 1963-64 SCHOOL YEARS. COMPARATIVE STATISTICS BACK TO 1958 ARE ALSO SHOWN, BUT NOT BY INDIVIDUAL STATE. GENERAL, EXPLORATORY, AND AFTER-SCHOOL COURSES WERE NOT INCLUDED IN THE TABULATIONS. (6C)

**ED 010 474**

48

FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN SECONDARY SCHOOLS, PUBLIC SCHOOLS--FALL 1961 AND FALL 1962 AND NONPUBLIC SCHOOLS--FALL 1962.

BY- ESHELMAN, JAMES N. LIAN, NANCY W.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK

REPORT NUMBER NDEA-VI-21

PUB DATE 31 JAN 64

CONTRACT OEC-2-14-033

EDRS PRICE MF-\$0.18 HC-\$4.36 109P.

DESCRIPTORS- \*COMPARATIVE STATISTICS, \*ENROLLMENT TRENDS,

\*LANGUAGE PROGRAMS, \*NATIONAL SURVEYS, \*SECONDARY SCHOOL STUDENTS, ENROLLMENT RATE, LANGUAGE INSTRUCTION, MODERN LANGUAGES, NEW YORK, NEW YORK CITY, SECONDARY EDUCATION, STATISTICAL ANALYSIS, STUDENT ENROLLMENT,

A NATIONWIDE SURVEY WAS CONDUCTED OF FOREIGN LANGUAGE ENROLLMENTS AND OFFERINGS IN SECONDARY SCHOOLS. DATA WERE GATHERED FROM STATE SUPERVISORS, CONSULTANTS, AND SCHOOL PRINCIPALS VIA QUESTIONNAIRE. THE COVERAGE INCLUDED PUBLIC, NONPUBLIC, AND PAROCHIAL SCHOOLS. DATA WERE TABULATED AND DESCRIBED. THE DESCRIPTIONS INCLUDED FOREIGN LANGUAGE COURSE (1) ENROLLMENTS FROM 1958 THROUGH 1962, (2) COMPARISONS, (3) PERCENTAGES, (4) OFFERINGS, (5) ENROLLMENT CONTINUITY, (6) DATA FROM PUERTO RICO, GUAM, AND THE VIRGIN ISLANDS, AND (7) COLLATED DATA ON THE OVERALL SAMPLE. THE INCREASE IN MODERN FOREIGN LANGUAGE ENROLLMENTS BETWEEN 1958 AND 1962 WAS SHOWN TO EXCEED THE RATE OF INCREASE IN HIGH SCHOOL POPULATION (86.7 PERCENT TO 25.2 PERCENT). OTHER FINDINGS WERE THAT (1) FROM 1961 TO 1962, ENROLLMENTS INCREASED 21.2 PERCENT IN RUSSIAN, 15.5 PERCENT IN GERMAN, 12.1 PERCENT IN FRENCH, AND 8.3 PERCENT IN SPANISH, AND (2) IN 1962 MOST POPULAR MODERN LANGUAGES WERE (IN ORDER) FRENCH, GERMAN, RUSSIAN, SPANISH, ITALIAN, HEBREW, JAPANESE, POLISH, AND PORTUGUESE. (RS)

**ED 010 475**

48

THE UTILITY OF TRANSLATION AND WRITTEN SYMBOLS DURING THE FIRST 30 HOURS OF LANGUAGE STUDY.

BY- SAWYER, JESSE AND OTHERS

UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS

REPORT NUMBER NDEA-VI-94

PUB DATE JUL 62

CONTRACT OEC-SAE-889D

EDRS PRICE MF-\$0.18 HC-\$3.36 84P.

DESCRIPTORS- \*FOUNDATION LEARNING, \*LANGUAGE INSTRUCTION, \*LANGUAGE SKILLS, \*TEXTBOOKS, \*TRANSLATION, BERKELEY, CALIFORNIA, COLLEGE STUDENTS, LEARNING PROCESSES,

AURAL-ORAL METHODS IN THE EARLY STAGES OF LEARNING A SECOND LANGUAGE WERE COMPARED AND CONTRASTED. JAPANESE LANGUAGE LESSONS WERE PRESENTED ENTIRELY BY TAPE, WITHOUT THE CORRECTION OF A MONITOR, TO TWO GROUPS OF COLLEGE STUDENTS. ONE GROUP USED A TEXT OF TRANSLATIONS THE OTHER DID NOT. EACH OF THESE GROUPS WAS FURTHER DIVIDED INTO THREE SECTIONS AND EACH SECTION RECEIVED A DIFFERENTLY ORDERED PRESENTATION OF THE SAME MATERIAL. WHEN THE RESULTS OF THE TWO GROUPS WERE COMPARED, NONE OF THE VARIATIONS APPEARED TO HAVE A DIRECT EFFECT ON LEARNING OR RECALL OF PRONUNCIATION, SYNTAX, OR COMPREHENSION. THE INVESTIGATORS SUGGESTED, HOWEVER, THAT STUDENTS MAY BENEFIT IN PRONUNCIATION, SYNTAX, AND COMPREHENSION FROM TRAINING WITH A TRANSLATION TEXT, ESPECIALLY IF THEY ARE TRAINED IN A LANGUAGE LABORATORY. THE INVESTIGATORS ALSO INDICATED THAT THE ADVANTAGE DERIVED FROM THE USE OF THE TEXT MIGHT BE LOST IF THE SYSTEM PHONETIC OF NOTATION IS COMPLEX OR FAILS TO CONSISTENTLY DESIGNATE IMPORTANT ASPECTS OF THE PRONUNCIATION PATTERN. (PN)

**ED 010 476**

84

A STUDY-CONFERENCE TO DETERMINE ACCEPTABLE SPECIFICATIONS FOR STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. FINAL REPORT.

BY- BOYNTON, DANON

EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.

REPORT NUMBER NDEA-VI-99      PUB DATE      61  
 CORNELL UNIV., ITHACA, N. Y.  
 CONTRACT OEC-SAE-9428  
 EDRS PRICE MF-\$0.09 HC-\$1.96      49P.

DESCRIPTORS- \*CONFERENCES, \*LANGUAGE TESTS, \*TEST CONSTRUCTION, \*TEST SELECTION, \*TESTING PROGRAMS, GRADUATE STUDENTS, ITHACA, LANGUAGES, NEW JERSEY, NEW YORK, PLANNING MEETINGS, PRINCETON, READING LEVEL, STANDARDIZED TESTS, TEST VALIDITY,

A PLANNING CONFERENCE WAS HELD TO STUDY THE QUESTION OF EXPERIMENTAL DEVELOPMENT OF STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. THE CONSENSUS OF THE CONFERENCE WAS THAT STANDARDIZED TESTS WERE NEEDED AND THAT THERE BE TWO FOLLOWUP PHASES TO THE PLANNING CONFERENCE. PHASE 1 WOULD CONSIDER THE DEVELOPMENT OF THESE TESTS, AND PHASE 2 WOULD INVOLVE THE EXPERIMENTAL USE AND EVALUATION OF THE TESTS. THE CONFERENCE ALSO AGREED THAT THE TESTS SHOULD BE IN TWO PARTS. PART 1 SHOULD BE CONCERNED WITH BASIC VOCABULARY, SYNTAX, AND STRUCTURE, AND PART 2 SHOULD HAVE FOUR ALTERNATIVE PARTS CONTAINING SEVERAL READING PASSAGES WHICH ARE REPRESENTATIVE OF GRADUATE LEVEL FOREIGN LANGUAGE READING IN PHYSICAL SCIENCE, BIOLOGICAL SCIENCE, SOCIAL SCIENCE, AND THE HUMANITIES. (60)

## ED 010 477

COURS DE LANGUE FRANCAISE DESTINE AUX JEUNES FRANCO-AMERICAINS ("BOWDOIN MATERIALS").  
 BY- BRAULT, GERALD J. AND OTHERS  
 UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA  
 REPORT NUMBER NDEA-VI-106      PUB DATE      63  
 EDRS PRICE MF-\$0.54 HC-\$14.40      360P.

DESCRIPTORS- \*BILINGUAL STUDENTS, \*FRENCH, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*TEACHING GUIDES, BOWDOIN MATERIALS, FRANCO AMERICANS, FRENCH CANADIAN, GRAMMAR, LANGUAGE PROGRAMS, LANGUAGE TAPES, PENNSYLVANIA, PHILADELPHIA,

THE DATA IN THIS REPORT COMPRISE A TEACHING GUIDE FOR USE IN A FRENCH LANGUAGE COURSE FOR YOUNG FRANCO-AMERICANS. THE MATERIAL IS ORAL EXERCISES IN FRENCH DEALING WITH VOCABULARY AND GRAMMAR PRESENTED ENTIRELY IN THE FRENCH LANGUAGE. ACCOMPANYING THE MATERIAL IS A MANUAL AND A WORKBOOK FOR AIDING INSTRUCTION. (WN)

## ED 010 478

BEGINNING CAIRO ARABIC. PRELIMINARY EDITION.  
 BY- LEHN, WALTER ABOUD, PETER  
 UNIVERSITY OF TEXAS, MIDDLE EAST LANG. AND AREA CTR  
 REPORT NUMBER NDEA-VI-129      PUB DATE      65  
 EDRS PRICE MF-\$0.45 HC-\$12.44      311P.

DESCRIPTORS- \*ARABIC, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, AUSTIN, CAIRO, EGYPT, GRAMMAR STRUCTURAL ANALYSIS, LANGUAGE PATTERNS, PHONOLOGY, TAPE RECORDINGS, TEXAS,

THIS COLLEGE-LEVEL TEXT CONSISTS OF A SET OF DRILLS AND NOTES ON THE BASIC OR COMMONLY USED PHRASE AND SENTENCE PATTERNS OF CAIRO ARABIC. A REFERENCE GRAMMAR, WITH

PHONOLOGY, MORPHOLOGY, AND SYNTAX, IS PROVIDED IN 30 LESSONS. EACH LESSON IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THE TRANSCRIPTION OF THE TEXT REFLECTS THE "PRESTIGE USAGE" OF THE CAIRO DIALECT. ENTRIES IN THE TEXT GLOSSARY ARE LIMITED TO THE VOCABULARY USED IN THE LESSONS AND TO COMPARISONS OF ADJECTIVES, MODALS, VERB AND NOUN PHASES, AND SUBORDINATORS. (6C)

## ED 010 479

KIRUNDI, BASIC COURSE.  
 BY- SETUKURA, RAYMOND AND OTHERS  
 FOREIGN SERVICE INST., WASHINGTON D. C.  
 REPORT NUMBER NDEA-VI-272      PUB DATE      65  
 EDRS PRICE MF-\$0.90 HC-\$23.60      590P.

DESCRIPTORS- \*KIRUNDI, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, BURUNDI, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE PATTERNS, STRUCTURAL ANALYSIS, TAPE RECORDINGS,

THIS BASIC TEXT IN KIRUNDI (A BANTU LANGUAGE) PROVIDES DIALOGS THAT RELATE TO SOME OF THE FIRST SITUATIONS WHICH THE STUDENT IS LIKELY TO ENCOUNTER IN THE USE OF THE LANGUAGE. SYSTEMATIC PRACTICE EXERCISES IN ALL MAJOR POINTS OF GRAMMAR ARE INCLUDED. A SYNOPSIS CONCENTRATES ON COMPLEX PARTS OF KIRUNDI LANGUAGE STRUCTURE--(1) THE MORPHOLOGY OF THE VERB AND (2) THE PRONUNCIATION OF THE VOWELS AND CONSONANTS. THE DIALOGS (24) ARE PRESENTED WITH SUPPLEMENTARY VOCABULARY TO BE USED WITH TAPE RECORDINGS. A GLOSSARY COMPLETES THE TEXT. (6C)

## ED 010 480

KITUBA, BASIC COURSE.  
 BY- SWIFT, LLOYD B. AND OTHERS  
 FOREIGN SERVICE INST., WASHINGTON D. C.  
 REPORT NUMBER NDEA-VI-273      PUB DATE      63  
 EDRS PRICE MF-\$0.72 HC-\$19.92      498P.

DESCRIPTORS- \*BASIC VOCABULARY, \*KITUBA, \*LANGUAGE INSTRUCTION, \*LINGUISTICS, \*TEXTBOOKS, CONGO, COURSE ORGANIZATION, DISTRICT OF COLUMBIA, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, MANUALS, STRUCTURAL ANALYSIS, TAPE RECORDINGS,

A TEXT IS PRESENTED FOR KITUBA, A TRADE LANGUAGE SPOKEN ALONG THE LOWER CONGO RIVER AND ITS TRIBUTARIES. THE COURSE CONSISTS OF A PRIMER AND A FIVE SUBJECT-ORIENTED GROUP OF LESSONS. THE PRIMER INTRODUCES MAJOR GRAMMATICAL STRUCTURES, DEVELOPS ADEQUATE PRONUNCIATION, AND PRESENTS USEFUL VOCABULARY FOR A VARIETY OF SITUATIONS. THE LESSON GROUPS PRESUPPOSE THE USE OF BOTH THE VOCABULARY AND GRAMMAR OF THE ENTIRE PRIMER. THIS ARRANGEMENT IS INTENDED TO PROVIDE MAXIMUM FLEXIBILITY. THE COURSE CONTAINS 33 UNITS OF STUDY WITH DIALOG, GRAMMATICAL NOTES, AND DRILLS. ACCOMPANYING TAPE RECORDINGS ARE INCLUDED IN THE COURSE. THE TEXT WAS PREPARED AND CLASS TESTED AS PART OF THE SPECIAL AFRICAN LANGUAGE PROGRAM. (RS)

## ED 010 481

LINGALA, BASIC COURSE.  
 BY- REDDEN, JAMES E. AND OTHERS  
 FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-288  
EDRS PRICE MF-\$0.45 HC-\$12.40 310P.

PUB DATE 63

DESCRIPTORS- \*BASIC VOCABULARY, \*LANGUAGE INSTRUCTION, \*LINGALA, \*LINGUISTICS, \*TEXTBOOKS, CONGO, COURSE ORGANIZATION, DISTRICT OF COLUMBIA, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, MANUALS, STRUCTURAL ANALYSIS, TAPE RECORDINGS,

A MANUAL ON LINGALA, KNOWN ALSO AS MANGALA, A TRADE LANGUAGE SPOKEN IN AREAS ON BOTH SIDES OF THE CONGO RIVER, IS PRESENTED. THE SPEAKER ON WHOSE SPEECH THE MATERIALS ARE BASED IS FROM LEOPOLDVILLE. THE TRANSCRIPTION SYSTEM CONSISTS OF THE ORTHOGRAPHY REGULARLY USED TO WRITE LINGALA PLUS DIACRITICAL MARKINGS TO CLEARLY INDICATE TONE AND PRONUNCIATION. LINGALA IS A TONE LANGUAGE CONSISTING OF MANY WORDS BORROWED FROM OTHER LANGUAGES (FRENCH, ARABIC, ENGLISH, AND PORTUGUESE). ASSIMILATED WORDS ARE SPELLED AS PRONOUNCED IN LINGALA, WHILE WORDS RECENTLY BORROWED AND NOT ASSIMILATED ARE GIVEN THE USUAL FRENCH SPELLING. THE TEXT CONTAINS 24 UNITS FOR STUDY PLUS A GLOSSARY. THE COURSE IS DESIGNED TO PROVIDE BASIC STRUCTURES AND VOCABULARY FOR SITUATIONS IN WHICH THERE WOULD BE A NEED FOR THIS LANGUAGE. TAPE RECORDINGS ARE DESIGNED TO ACCOMPANY THE TEXT. (RS)

#### ED 010 482

MALAGASY INTRODUCTORY COURSE.

BY- CARVEY, CATHERINE J. AND OTHERS

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D. C.

REPORT NUMBER NDEA-VI-289-1

PUB DATE 64

EDRS PRICE MF-\$0.36 HC-\$9.72 243P.

DESCRIPTORS- \*GRAMMAR, \*MALAGASY, \*SPEECH INSTRUCTION, \*SPEECH SKILLS, DISTRICT OF COLUMBIA, LANGUAGE GUIDES, LANGUAGE INSTRUCTION, MERINA DIALECT, MODERN LANGUAGES,

LEARNING MATERIALS FOR SPEAKERS OF ENGLISH WHO WISH TO STUDY SPOKEN MALAGASY, THE MERINA DIALECT, ARE PRESENTED. THE WRITING SYSTEM OF THE LESSONS IS BASED ON THE CONVENTIONAL ORTHOGRAPHY, MODIFIED BY MARKINGS FOR STRESS. THE 26-LESSON COURSE IS DIVIDED INTO 4 PARTS--(1) DIALOG OR NARRATIVE, (2) PRONUNCIATION PRACTICES AND WORD STUDY, (3) DRILLS AND GRAMMAR STATEMENTS, AND (4) ADDITIONAL PRACTICE DIALOGS. (AN ACCOMPANYING GRAMMAR SKETCH IS ED 010 483.) (GD)

#### ED 010 483

A SKETCH OF MALAGASY GRAMMAR.

BY- GARVEY, CATHERINE J.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D. C.

REPORT NUMBER NDEA-VI-289-2

PUB DATE SEP 64

EDRS PRICE MF-\$0.18 HC-\$3.52 88P.

DESCRIPTORS- \*GRAMMAR, \*LANGUAGES, \*MALAGASY, \*MORPHOLOGY, \*PHONOLOGY, BIBLIOGRAPHY, DISTRICT OF COLUMBIA, MERINA DIALECT, SYNTAX,

THE RESULTS OF A PROGRAM TO BUILD A MALAGASY GRAMMAR, BASED MAINLY ON THE MERINA DIALECT, ARE PRESENTED. INCLUDED ARE SECTIONS ON PHONOLOGY, MORPHOLOGY, AND SYNTAX. (AN ACCOMPANYING MALAGASY INTRODUCTORY COURSE IS ED 010 482.) (GD)

#### ED 010 484

48

MARATHI READER.

BY- APTE, MAHADEO L.

REPORT NUMBER NDEA-VI-292

EDRS PRICE MF-\$0.36 HC-\$10.36 259P.

DESCRIPTORS- \*GRAMMAR, \*LANGUAGE INSTRUCTION, \*LANGUAGES, \*MARATHI, \*READING MATERIALS, BOMBAY STATE, GLOSSARIES, INDIA,

THE MARATHI LANGUAGE, SPOKEN IN BOMBAY STATE, INDIA, IS WRITTEN IN THE SCRIPT TRADITIONALLY KNOWN AS THE DEVANAGARI SCRIPT. THE SCRIPT IS SYLLABIC IN NATURE, EACH CHARACTER OR LETTER REPRESENTS A SYLLABLE RATHER THAN A CONSONANT OR A VOWEL ALONE. THE MARATHI ALPHABET IS THE ADOPTION OF THE DEVANAGARI SCRIPT WITH A FEW CHANGES AND INNOVATIONS. A DESCRIPTION AND DISCUSSION OF THE MARATHI ALPHABET IS DIVIDED INTO FIVE PARTS--(1) VOWELS, (2) CONSONANTS, (3) MODIFIERS, (4) CONJUNCTS, AND (5) GENERAL REMARKS. THE READER CONTAINS BASIC VOCABULARY AND NOTES, A SERIES OF EXERCISES, AND A GLOSSARY. (JC)

#### ED 010 485

04

PANJABI READER. LEVEL 1.

BY- VATUK, VED P.

COLORADO STATE UNIV., FORT COLLINS

REPORT NUMBER NDEA-VI-315-1

PUB DATE 64

CONTRACT OEC-3-14-008

EDRS PRICE MF-\$0.45 HC-\$11.80 295P.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*LANGUAGES, \*PANJABI, \*READING MATERIALS, \*WRITTEN LANGUAGE, BASIC VOCABULARY, COLORADO, FORT COLLINS, GLOSSARIES, GRAMMAR,

A FIRST-LEVEL READER IS PRESENTED, PRIMARILY FOR THOSE STUDENTS WHO HAVE A SPEAKING KNOWLEDGE OF PANJABI AND SOME KNOWLEDGE OF PANJABI GRAMMAR. THIS VOLUME CAN BE USED IN A GENERAL PANJABI LANGUAGE COURSE AS A SUPPLEMENT TO CONVERSATIONAL MATERIALS, OR BY ITSELF IN A COURSE ON THE WRITTEN LANGUAGE. A GLOSSARY AND A BRIEF GRAMMATICAL APPENDIX HAVE BEEN ADDED TO MAKE THE READER SELF-SUFFICIENT. THREE SECTIONS ARE IN THIS VOLUME--THE FIRST SECTION INTRODUCES THE WRITING SYSTEM, THE SECOND SECTION PRESENTS SELECTIONS OF INCREASING DIFFICULTY, WITH VOCABULARY LISTS, EXPLANATIONS OF IDIOMS, AND EXERCISES RELEVANT TO THE MATERIAL READ, THE THIRD SECTION IS MORE ADVANCED AND INCLUDES A ONE-ACT PLAY FOR STUDENTS WISHING SUPPLEMENTARY READING. (SEE ED 010 486 FOR THE SECOND-LEVEL READER.) (JC)

#### ED 010 486

04

PANJABI READER, LEVEL 2.

BY- VATUK, VED P.

COLORADO STATE UNIV., FORT COLLINS

REPORT NUMBER NDEA-VI-315-2

PUB DATE 64

CONTRACT OEC-3-14-008

EDRS PRICE MF-\$0.63 HC-\$17.00 425P.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*LANGUAGES, \*LITERATURE, \*PANJABI, \*WRITTEN LANGUAGE, COLORADO, FORT COLLINS, GLOSSARIES, GRAMMAR, POETRY,

THIS SECOND-LEVEL READER IN THE PANJABI LANGUAGE CAN BE

USED IN A SECOND- OR THIRD-YEAR COURSE AS A SUPPLEMENT TO CONVERSATIONAL MATERIALS, OR BY ITSELF IN A COURSE ON THE WRITTEN LANGUAGE. THE GRAMMAR APPENDIX INCLUDED IS IDENTICAL TO THAT FOUND IN THE FIRST-LEVEL PANJABI READER (ED 010 485). THE MAIN PORTION OF THE BOOK CONSISTS OF 23 UNITS, SELECTED FROM VARIOUS TYPES OF MODERN PROSE AND POETRY STYLES AND GRADATED ACCORDING TO DIFFICULTY. IN THE FINAL PORTION OF THE READER THERE ARE SELECTIONS FROM THE "GURU," SPECIFICALLY "GRANTH SAHIB," THE MAJOR RELIGIOUS WORK OF THE SIKH RELIGION. (JC)

## ED 010 487

TRIAL USE OF THE ALLP FRENCH PROGRAM AT THE UNIVERSITY OF AKRON, 1963-64.

BY- MUELLER, THEODORE H.  
UNIVERSITY OF AKRON, OHIO

REPORT NUMBER NDEA-VI-89

PUB DATE

CONTRACT OEC-4-14-D13

EDRS PRICE MF-\$0.18 HC-\$4.60 115P.

DESCRIPTORS- \*FRENCH, \*LANGUAGE INSTRUCTION, \*PILOT PROJECTS, \*PROGRAMED INSTRUCTION, \*SPEECH SKILLS, AKRON, ALLP PROGRAMED BEGINNING FRENCH COURSE, LANGUAGE TESTS, OHIO, ORAL EXPRESSION, PROGRAMED MATERIALS,

A 1-YEAR PROGRAMED COURSE IN BEGINNING FRENCH TESTED THE FEASIBILITY OF PROGRAMED LEARNING AND ISOLATED THOSE PROBLEMS PECULIAR TO TEACHING ON THE COLLEGE AND ADULT LEVEL. "THE ALLP PROGRAMED BEGINNING FRENCH COURSE," WHICH SPECIFIED THE ORAL SKILLS ONLY, WAS THE MAIN PEDAGOGICAL DEVICE USED. THE RESULTS OF THE PILOT PROGRAM SUPPORTED THE BELIEF THAT PROGRAMED LEARNING IS FEASIBLE ON THE COLLEGE LEVEL. THE RESULTS OBTAINED, ESPECIALLY IN THE ACQUISITION OF SPEECH HABITS, SUGGEST THAT THE PROGRAM MIGHT BE APPLIED IN HIGH SCHOOL WITH THE SUPERVISION OF A KNOWLEDGEABLE FRENCH TEACHER. YET THE FIRST TRIAL USE POINTED OUT AREAS IN WHICH THE PROGRAM NEEDED IMPROVEMENTS, REVISIONS, AND ADDITIONS. RELATED INFORMATION MAY BE FOUND IN ED 010 488. (GD)

## ED 010 488

REVISIONS OF THE ALLP FRENCH PROGRAM AND SECOND TRIAL USE AT THE UNIVERSITY OF AKRON, 1964-65.

BY- MUELLER, THEODORE H.  
UNIVERSITY OF AKRON, OHIO

REPORT NUMBER NDEA-VI-89-1

PUB DATE AUG 65

CONTRACT OEC-5-14-007

EDRS PRICE MF-\$0.18 HC-\$4.60 115P.

DESCRIPTORS- \*AUTOINSTRUCTIONAL PROGRAMS, \*FRENCH, \*LANGUAGE INSTRUCTION, \*PROGRAMED INSTRUCTION, \*PROGRAMED MATERIALS, AKRON, ALLP FRENCH PROGRAM (REVISED), AUTOINSTRUCTIONAL AIDS, LANGUAGE TESTS, OHIO, SPEECH SKILLS, TEST VALIDITY,

REVISIONS OF "THE ALLP FRENCH PROGRAM" (A 1-YEAR PROGRAMED COURSE FOR THE COLLEGE AND ADULT LEVEL EMPHASIZING ORAL SKILLS) AND THE RESULTS OF A SECOND TRIAL USE OF THE REVISED PROGRAM WERE REPORTED. THE REVISED FRENCH PROGRAM WAS DESIGNED TO OVERCOME THE SHORTCOMINGS OF THE ORIGINAL PROGRAM AND SOUGHT TO BE MORE EFFECTIVE, LESS TIME CONSUMING, AND MORE ACCEPTABLE TO THE STUDENTS. THE QUESTION OF TOTAL SELF-INSTRUCTION VERSUS VARIOUS COMBINATIONS OF CLASS AND LABORATORY SITUATIONS WAS CONSIDERED. SEVERAL POSSIBILITIES

OF STAFFING THE CLASS AND LABORATORY WERE CONSIDERED. TRIAL USE OF "THE REVISED ALLP FRENCH PROGRAM" PROVED QUITE SUCCESSFUL ON THE COLLEGE LEVEL, AND THE DROPOUT RATE WAS SIGNIFICANTLY REDUCED. ALTHOUGH RELIANCE ON SELF-INSTRUCTION WAS REDUCED AND A GREATER ROLE ASSIGNED TO THE INSTRUCTOR, THE PROGRAM PROMISES EVENTUALLY TO ACCOMMODATE LARGE CLASSES AT THE ELEMENTARY LEVEL OF LANGUAGE INSTRUCTION WITHOUT AFFECTING THE EXCELLENCE OF RESULTS. THE PROGRAM ALSO PROMISES THE USE OF STAFF TIME WITH GREATER EFFICIENCY, THUS REDUCING INSTRUCTIONAL COSTS. RELATED INFORMATION MAY BE FOUND IN ED 010 487. (GD)

## ED 010 489

MANDARIN CHINESE. UNITS 1-6.

BY- BOOMAN, NICHOLAS C. AND OTHERS

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D. C.

REPORT NUMBER NDEA-VI-178

PUB DATE

EDRS PRICE MF-\$0.27 HC-\$6.40 160P.

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*MANDARIN CHINESE, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, \*SPEECH SKILLS, BASIC VOCABULARY, DISTRICT OF COLUMBIA, LANGUAGE PATTERNS, SPEECH INSTRUCTION, STRUCTURAL ANALYSIS,

THE LESSON MATERIAL OF THIS TEXT COMPRISES THE FIRST UNITS, ABOUT ONE-THIRD, OF A NEW COURSE IN ELEMENTARY CHINESE. THE CHIEF AIM OF THE MATERIAL IS TO PROVIDE DRILLS TO ENABLE A STUDENT TO ACQUIRE AN ACTIVE FACILITY IN SPOKEN CHINESE. EACH LESSON UNIT CONTAINS (1) CONVERSATIONAL PHRASES AND DIALOGS, (2) SUPPLEMENTARY VOCABULARY, AND (3) PRONUNCIATION DRILLS. EMPHASIS IS ON THE LEARNING OF SENTENCE PATTERNS, THAT IS, LEARNING WHAT SUBSTITUTIONS ARE POSSIBLE WITHIN THE FRAMEWORK OF THE LINGUISTIC STRUCTURE WHEREVER CULTURALLY PERMISSIBLE. THE VOCABULARY USED IS SMALL, BUT SPECIALLY CHOSEN FOR ITS HIGH-FREQUENCY USAGE. (GC)

## ED 010 490

A TEXT IN COLLEGE LEVEL SPOKEN CHINESE. CHINESE LECTURE SERIES, PART 2.

BY- HUANG, PARKER P. AND OTHERS

REPORT NUMBER NDEA-VI-183-2

PUB DATE 20 AUG 63

REPORT NUMBER 27

CONTRACT OEC-SAE-8983

EDRS PRICE MF-\$0.45 HC-\$11.52 288P.

DESCRIPTORS- \*CHINESE, \*CULTURE, \*LANGUAGE GUIDES, \*PROGRAMED TEXTS, \*TEACHING GUIDES, LANGUAGE ENRICHMENT, LANGUAGE INSTRUCTION, LECTURE, ORAL EXPRESSION,

THIS PROGRAMED TEACHERS' MANUAL IS A COLLEGE-LEVEL, "SPOKEN CHINESE" TEXT, CONTAINING 20 LECTURES ON CHINESE CULTURE. EACH LECTURE HAS FOUR PARTS--(1) VOCABULARY, (2) TEXT, (3) PHRASES OR SENTENCES FOR TRANSLATION FROM CHINESE TO ENGLISH, AND FROM ENGLISH TO CHINESE, AND (4) QUESTIONS BASED ON THE TEXT. EACH LECTURE IS PREPARED TO BE USED IN 4 HOURS OF INSTRUCTION. THE LECTURES WILL PROVIDE STUDENTS OPPORTUNITIES FOR (1) ORAL TRANSLATION FROM CHINESE TO ENGLISH, (2) ORAL TRANSLATION FROM ENGLISH TO CHINESE, (3) QUESTIONS AND ANSWERS, AND (4) CONVERSATION. (GC)

## ED 010 491

48

GREEK, INTERMEDIATE READER.

BY- SAKOUNTZIS, P. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

REPORT NUMBER NDEA-VI-208

EDRS PRICE MF-\$0.45 HC-\$12.56

314P.

PUB DATE

61

DESCRIPTORS- \*GREEK, \*LANGUAGE INSTRUCTION, \*LANGUAGE PATTERNS, \*PATTERN DRILLS (LANGUAGE), \*READING MATERIALS, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE GUIDES, STRUCTURAL ANALYSIS,

THIS READER IS DESIGNED TO FOLLOW A BASIC INTRODUCTORY COURSE IN COMMONLY SPOKEN GREEK (DHIMOTIKI). THE SELECTIONS REPRESENT VARIOUS DEGREES OF THE SPOKEN LANGUAGE LEADING FROM DHIMOTIKI TO THE FORMAL GREEK (KATHAREVUSA). THE TEXTS OF EACH UNIT ARE MEANT TO PRESENT VARIOUS ASPECTS OF GREEK LIFE AND THOUGHT. THE DRILL SENTENCES (BOTH VOCABULARY AND GRAMMATICAL DRILLS) ILLUSTRATE WORD OR FORM USAGE AND ARE NOT INTENDED TO IMPART INFORMATION. (6C)

## ED 010 492

48

HAUSA, BASIC COURSE.

BY- HODGE, CARLETON T. AND OTHERS

FOREIGN SERVICE INST., WASHINGTON D. C.

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DESCRIPTORS- \*HAUSA, \*LANGUAGE INSTRUCTION, \*LANGUAGE PATTERNS, \*PATTERN DRILLS (LANGUAGE), \*PRONUNCIATION INSTRUCTION, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE GUIDES, STRUCTURAL ANALYSIS,

A DISCUSSION OF THE LINGUISTIC AND PRACTICAL IMPORTANCE OF HAUSA (A LANGUAGE OF WEST AFRICA) ACCOMPANIES A TEXT WHICH CONSISTS OF BASIC SENTENCES, NOTES, AND GRAMMATICAL DRILLS. THE BASIC SENTENCES ARE DIALOGS TO BE MEMORIZED, AND THEIR ENGLISH RENDERINGS ARE MEANT TO BE SITUATIONAL EQUIVALENTS, NOT LITERAL TRANSLATIONS. THE NOTES EXPLAIN GRAMMATICAL FEATURES WITH OCCASIONAL ALTERNATE FORMS OR CONSTRUCTIONS. THE GRAMMATICAL DRILL SECTIONS PROVIDE EXERCISES TO FURNISH THE STUDENT WITH CONSIDERABLE PRACTICE ON THE MAIN POINTS OF GRAMMAR DISCUSSED IN EACH UNIT. THE TEXT IS TO BE USED WITH TAPE RECORDINGS. (6C)

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HINDI BASIC COURSE.

BY- HARTER, J. MARTIN AND OTHERS

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D. C.

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THIS TEXT PROVIDES AN INTRODUCTORY COURSE IN HINDI, A DIALECT OF WEST PAKISTAN AND NORTHERN INDIA. PRIMARY EMPHASIS IN THE COURSE LIES IN THE USE OF BASIC SENTENCES (BRIEF CONVERSATIONS) WHICH INTRODUCE VOCABULARY AND GRAMMAR STRUCTURES. A NUMBER OF APPROPRIATE EXERCISES OR DRILLS ARE

PROVIDED FOR EACH GROUP OF SENTENCES. A PRONUNCIATION WORDLIST AND A GLOSSARY OF PHONETIC TERMS ARE INCLUDED IN THE TEXT. (6C)

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THESAURUS OF ERIC DESCRIPTORS (INTERIM), JANUARY 1967.

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DESCRIPTORS- \*EVALUATION, \*LEXICOGRAPHY, DISTRICT OF COLUMBIA, DOCUMENTATION, EDUCATIONAL RESEARCH, ERIC THESAURUS (INTERIM), INFORMATION RETRIEVAL, INFORMATION STORAGE, LIBRARY MATERIALS, LIBRARY SCIENCE, PET RULES, THESAURI,

THE "THESAURUS OF ERIC DESCRIPTORS (INTERIM)" SUPERSEDES, AND REPRESENTS A REFINEMENT OF, THE "THESAURUS OF ERIC DESCRIPTORS." THE INTERIM ISSUE IS A PRELIMINARY ERIC SYSTEM TOOL AND IS NOT TO BE CONSIDERED A COMPLETE REPRESENTATION OF THE FINAL PRODUCT. THIS REFINEMENT IS THE RESULT OF TWO MAJOR PROJECTS--(1) THE INCORPORATION OF SUGGESTIONS RECEIVED FROM A FIELD EVALUATION AND (2) THE ADAPTATION OF THE PANEL ON EDUCATIONAL TERMINOLOGY (PET) "RULES FOR THESAURUS PREPARATION" PUBLISHED IN OCTOBER 1966. APPLICATION OF THE PET RULES REQUIRED A LARGE NUMBER OF CHANGES IN THE THESAURUS, FOR EXAMPLE, THE APPLICATION OF THE SINGULAR-PLURAL NOUN FORM FOR DESCRIPTORS. SAMPLE THESAURUS ENTRIES ARE INCLUDED FOR DESCRIPTORS, SYNONYMS OR NEAR SYNONYMS, PARENTHETICALLY QUALIFIED TERMS, DESCRIPTORS WITH SCOPE NOTES, AND DESCRIPTOR DISPLAY CROSS-REFERENCES. (7C)







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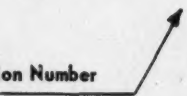
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DEPARTMENT OF THE INTERIOR  
BUREAU OF LAND MANAGEMENT  
WASHINGTON, D. C. 20250

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CRP-S-421-65 ED 010 416
- OEC-6-10-272**  
COMPARATIVE STUDY OF GENERAL ART OFFERINGS IN UNIVERSITY OF  
WISCONSIN EXTENSION CENTERS, STATE UNIVERSITIES, AND  
VOCATIONAL SCHOOLS.,A  
BR-5-8301 ED 010 417
- OEC-6-10-312**  
MOTIVATIONAL FACTORS INFLUENCING PERSISTENCE IN TEACHING AS  
REVEALED BY INTERVIEWS.  
BR-6-8111 ED 010 438
- OEC-6-10-313**  
ENGLISH FOR RELUCTANT LEARNERS, GRADES 7-9, ENGLISH IN  
EVERY CLASSROOM.  
BR-5-8413 ED 010 424
- OEC-9498**  
IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT  
SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. PRELIMINARY  
REPORT.,THE  
NDEA-VI-88-2 ED 010 465
- IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT  
SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. FINAL  
REPORT.,THE  
NDEA-VI-88-3 ED 010 466
- OEC-1-6-051202-1092**  
CONFERENCE TO ESTABLISH GUIDELINES FOR RESEARCH IN OFFICE  
EDUCATION.  
BR-5-1202 ED 010 394

**OEG-1-061819-2240**

COMPUTER AND CAREER DECISIONS.,THE

BR-6-1919

ED 010 432

**OEG-2-6-062198-1955**MILITARY TRAINING TRANSFERABILITY STUDY, DECEMBER 15, 1966.  
QUARTERLY REPORT.

BR-6-2198

ED 010 434

**OEG-2-6-062224-0723**CONFERENCE FOR VOCATIONAL TEACHER EDUCATORS ON NEW MEDIA OF  
INSTRUCTION. FINAL REPORT.

BR-6-2224

ED 010 435

**OEG-3-6-000539-1215**EVALUATING THE EFFICIENCY AND EFFECTIVENESS OF  
SELF-INSTRUCTIONAL METHODS FOR SELECTED AREAS OF VOCATIONAL  
EDUCATION--PROGRESS REPORT.

BR-5-1363

ED 010 403

**OEG-3-6-061484-0601**CURRICULUM DEVELOPMENT STUDY OF THE EFFECTIVENESS OF  
UPGRADING THE TECHNICAL SKILLS OF EDUCATIONALLY  
DISADVANTAGED UNION MEMBERS.,A

BR-6-1484

ED 010 430

**OEG-4-6-061455-0719**WORKSHOP FOR SUPERVISING TEACHERS IN AGRICULTURAL  
OCCUPATIONS FROM ELEVEN WESTERN STATES HELD AT COLORADO  
STATE UNIVERSITY AUGUST 1-5, 1966, SUMMARY REPORT.

BR-6-1455

ED 010 429

**OEG-4-6-062142**EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN  
INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.,AN

BR-6-2142

ED 010 433

**OEG-5-85-081**AGE, SOCIAL STATUS, SEX, AND RACE UPON THE UNDERSTANDING OF  
WORD MEANINGS INDEPENDENT OF SENTENCE CONTEXT.,EFFECTS OF

HRD-266-65

ED 010 381

**OEG-5-0980-4-11-3**IDENTIFICATION OF ORIENTATION AND MOBILITY SKILLS RELATING  
TO DEVELOPMENTAL TASKS FOR YOUNG BLIND CHILDREN.

BR-5-0980

ED 010 388

**OEG-6-10-030**

LIBERAL JOURNALISM AND AMERICAN EDUCATION, 1914-1941.

CRP-5-202

ED 010 409

**OEG-6-10-187**NEEDS OF THE VISUAL ARTS DEPARTMENTS OF SMALL LIBERAL ARTS  
COLLEGES IN OHIO AND THE MIDWEST.,A SURVEY OF RESEARCH

CRP-5-448-65

ED 010 426

**OEG-6-068141-0958**APPRAISAL OF CURRICULUM MATERIALS DEVELOPED FOR USE BY  
SECONDARY HOME ECONOMICS TEACHERS.

BR-6-8141

ED 010 440

**OEG-7-24-0210-241**PAIRED ASSOCIATE LEARNING OF AUGMENTING CONTOUR CUES AND  
REDUCING IRRELEVANT CUES IN THE PICTORIAL STIMULI.,THE  
EFFECT OF

BR-5-0759

ED 010 394

**OEG-7-33-0400-244**

TELEVISION DRAMA PREFERENCE CHOICE.

NDEA-VITA-1239

ED 010 379

**OEG-7-42-1190-253**EFFECTIVENESS OF CLOSED CIRCUIT TELEVISION ON TEAM  
TEACHING.,AN ANALYSIS OF THE

BR-5-0897

ED 010 387

**OEG-7-42-1630-213**

PROGRAMING CREATIVE BEHAVIOR.

BR-5-0716

ED 010 382

**OEG-7-48-7670-206**INDIVIDUAL DIFFERENCES IN LEARNING FROM VISUAL AND VERBAL  
PRESENTATIONS AND THE USE OF VISUAL EXAMPLES IN REVIEW.

BR-5-0425

ED 010 377

**OEG-7-48-7670-259**

SEQUENCING STRATEGIES.,AN EXPERIMENTAL STUDY OF

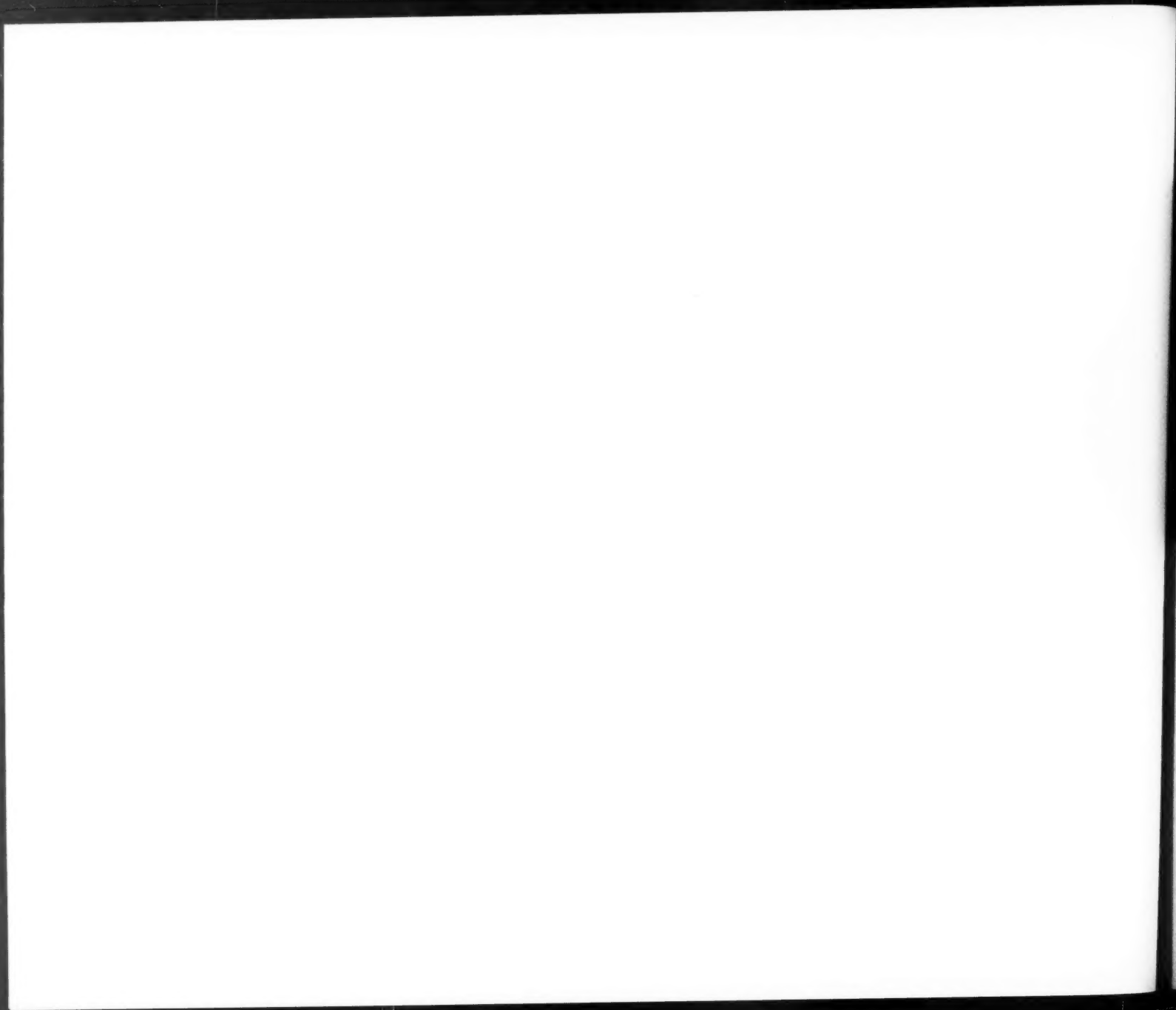
CRP-1312

ED 010 383

**OEG-2020-99-6**COMMUNICATION PROCESSES OF RETARDED AND NORMAL  
MALES.,STUDIES OF THE

BR-6-8252

ED 010 441



**PROJECT  
RESUMES**

MATERIALS IN THIS SECTION CANNOT BE ORDERED  
FROM THE ERIC DOCUMENT REPRODUCTION SERVICE

Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

## SAMPLE ENTRY

Title of the Research Project.

EP 000 000

24

Investigator(s)--the individual(s) responsible for the conduct of the project.

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS  
FOR A REAR PROJECTION DAYLIGHT SCREEN.  
INVESTIGATOR- JASPEN, NATHAN  
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK  
BUREAU NUMBER BR-6-1234 PROP DATE 01-OCT-65  
CONTRACT/GRANT OEC-6-12-01234-0033

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Institutional Source--the organization at which the research activity is conducted.

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, \*VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

START DATE 12-15-65

END DATE 06-30-67

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

## EP 010 556

24

ISOLATING RELEVANT VARIABLES IN STUDENT TEACHER ASSESSMENT.

INVESTIGATOR- SHARPE, DONALD M.  
INDIANA STATE UNIV., TERRE HAUTE

BUREAU NUMBER BR-6-1321

PROP DATE 01 SEP 63

CONTRACT OEC-3-7-061321-0342

DESCRIPTORS- \*EVALUATION METHODS, \*STUDENT EVALUATION,  
\*STUDENT TEACHERS, \*SUPERVISORS, \*SUPERVISORY METHODS,  
ADMINISTRATIVE PERSONNEL, INDIANA, STUDENT TEACHER  
PERFORMANCE PROFILE (STPP), STUDENT TEACHING,  
SUBPROFESSIONALS, TERRE HAUTE,

START DATE 09-15-66

END DATE 09-15-68

COLLEGE SUPERVISOR ASSESSMENT OF SECONDARY SCHOOL  
STUDENT TEACHERS WILL BE INVESTIGATED AND EVALUATED. THE AIMS  
ARE (1) TO DEVELOP A SET OF REPRESENTATIVE EVALUATIVE  
CRITERIA, (2) TO TEST THOSE CRITERIA IN OBSERVATIONAL  
SITUATIONS, AND (3) TO DETERMINE WHAT RELATIONSHIPS EXIST  
BETWEEN STUDENT TEACHER RATINGS ON THE EVALUATIVE CRITERIA  
AND OTHER DATA DESCRIPTIVE OF THE STUDENT TEACHER. THE  
EVALUATIVE CRITERIA WERE COMBINED IN AN EARLIER PHASE TO FORM  
THE STUDENT TEACHER PERFORMANCE PROFILE (STPP). THE STPP WILL  
BE USED IN AN EFFORT TO IMPROVE THE EFFECTIVENESS OF THE  
COLLEGE SUPERVISOR OF STUDENT TEACHING. (GD)

## EP 010 557

24

A COMPARATIVE STUDY OF GROUP INQUIRY WITH ADVANTAGED AND  
DISADVANTAGED STUDENTS.INVESTIGATOR- CHANDLER, B. J. ERICKSON, FREDERICK  
NORTHWESTERN UNIV., EVANSTON, ILL.

BUREAU NUMBER BR-6-2044

PROP DATE 66

CONTRACT OEC-3-7-062044-0337

DESCRIPTORS- \*AFTER SCHOOL PROGRAMS, \*COMPARATIVE ANALYSIS,  
\*DEMONSTRATION PROGRAMS, \*DISADVANTAGED YOUTH, \*GROUP  
DYNAMICS, EVANSTON, ILLINOIS,

START DATE 09-15-66

END DATE 08-14-67

A DEMONSTRATION PROGRAM WILL BE CONDUCTED WITH 20 GROUPS  
OF YOUTHS IN AN INFORMAL AFTER-SCHOOL PROGRAM OF SMALL-GROUP  
INQUIRY. THESE GROUPS WILL CONSIST OF 10 NEGRO DISADVANTAGED  
YOUTHS AND 10 NEGRO AND WHITE ADVANTAGED YOUTHS. MEETINGS  
WILL BE CONDUCTED AT YMCA CENTERS THROUGHOUT THE CITY AND  
WILL CONSIST OF 13 SESSIONS OF INQUIRY DISCUSSION AND FIELD  
TRIPS. THE GROUP MEMBERS WILL TAKE ON THE ROLE OF SOCIAL  
SCIENCE FIELD OBSERVERS AND DETERMINE THEIR OWN DIRECTIONS  
AND PROCEDURES. THE GROUPS WILL BE LED BY A PROFESSIONAL  
TEACHER WHO WILL RECEIVE ORIENTATION FROM THE PROGRAM  
INVESTIGATOR AND STAFF. THE PROGRAM IS EXPECTED TO PROVIDE AN  
OVERVIEW OF GROUP INQUIRY AMONG ADVANTAGED AND DISADVANTAGED  
LEARNERS, AND TO PRESENT A MEANS OF CHANNELING THE HIGH  
INTEREST OF YOUNG PEOPLE IN THE ACTIVITIES OF YOUTH  
SUBCULTURES INTO A PRODUCTIVE EXPERIENCE. (RS)

## EP 010 558

24

AN EXPLORATORY PROGRAM TO IMPROVE UNDERGRADUATE CURRICULUM  
AND INSTRUCTION.

INVESTIGATOR- RUBIN, LARRY W.

UNITED STATES NAT. STUDENT ASSN., WASHINGTON, D.C.

BUREAU NUMBER BR-6-2955

PROP DATE 20 MAY 66

CONTRACT OEC-2-7-062955-2839

DESCRIPTORS- \*CURRICULUM, \*EVALUATION, \*EVALUATION METHODS,  
\*HIGHER EDUCATION, \*INSTRUCTION, COLLEGE CURRICULUM, DISTRICT  
OF COLUMBIA, EVALUATION TECHNIQUES, PROGRAM DEVELOPMENT,

START DATE 02-01-67

END DATE 01-31-69

A NATIONAL PROGRAM WILL PROVIDE FOR THE DEVELOPMENT OF  
RELIABLE METHODS FOR THE EVALUATION OF UNDERGRADUATE  
CURRICULUM AND INSTRUCTION. ON 10 PILOT CAMPUSES,  
REPRESENTING MAJOR SEGMENTS OF AMERICAN HIGHER EDUCATION, A  
VARIETY OF ALTERNATIVE METHODS OF EVALUATION WILL BE  
ESTABLISHED. THE VALIDITY AND RELIABILITY OF THESE ALTERNATE  
EVALUATION METHODS WILL BE TESTED. A 12-MEMBER NATIONAL  
ADVISORY BOARD, WHICH WILL INCLUDE RECOGNIZED AUTHORITIES ON  
CURRICULUM EVALUATION ON EDUCATIONAL RESEARCH, AND ON TESTING  
AND AUTOMATED DATA PROCESSING, WILL BE CONSULTED ON ALL MAJOR  
DECISIONS CONCERNING THE OPERATION OF THE NATIONAL PROGRAM.  
EACH OF THE COOPERATING INSTITUTIONS WILL HAVE A LOCAL  
ADVISORY BOARD TO COORDINATE THE ACTIVITIES OF A CAMPUS  
CURRICULUM EVALUATION COMMITTEE WITH THE REST OF THE CAMPUS  
COMMUNITY. THE CAMPUS CURRICULUM EVALUATION COMMITTEE WILL  
(1) DEVELOP, ADMINISTER, AND EVALUATE A METHOD OF EVALUATION,  
(2) WORK WITH A CAMPUS RESEARCH TEAM TO DEVELOP AN  
INSTRUMENT, (3) CONSULT WITH THE EDUCATION DESK OF THE U.S.  
NATIONAL STUDENT ASSOCIATION (USNSA) TO DEVELOP AND IMPLEMENT  
A RESEARCH DESIGN, (4) PERIODICALLY REPORT ITS FINDINGS TO  
THE USNSA, AND (5) PREPARE A REPORT TO BE GIVEN AT A 1-WEEK  
EVALUATION WORKSHOP. THE CAMPUS COMMITTEES WILL INCLUDE  
REPRESENTATIVES OF JUNIOR AND SENIOR FACULTY, ADMINISTRATION,  
AND STUDENTS. (AL)

## EP 010 559

24

THE DEVELOPMENT OF AUDITORY DISCRIMINATION RELATIONSHIP TO  
READING PROFICIENCY AND TO SOCIAL CLASS.INVESTIGATOR- DEUTSCH, CYNTHIA P.  
NEW YORK UNIV., SCHOOL OF EDUCATION

BUREAU NUMBER BR-6-5034

PROP DATE 66

CONTRACT OEC-1-7-065034-1375

DESCRIPTORS- \*AUDITORY DISCRIMINATION, \*READING DEVELOPMENT,  
\*READING SKILLS, \*SOCIOECONOMIC STATUS, \*VISUAL PERCEPTION,  
AUDITORY VISUAL TESTS, EDUCATIONAL STATUS COMPARISON,  
ELEMENTARY SCHOOL STUDENTS, EVALUATIVE TECHNIQUES, GATES  
DIAGNOSTIC BATTERY, INSTITUTE FOR DEVELOPMENTAL STUDIES, NEW  
YORK, NEW YORK CITY, SEASHORE MEASURE OF MUSICAL TALENT,

START DATE 07-01-66

END DATE 08-30-67

THE THREE OBJECTIVES OF THIS STUDY ARE--(1) TO DETERMINE  
IF THERE ARE SOCIAL CLASS DIFFERENCES IN AUDITORY  
DISCRIMINATION ABILITY, (2) TO DETERMINE THE PREVALENCE OF  
AUDITORY DISCRIMINATION DIFFICULTIES COINCIDENT WITH  
DIFFERENT LEVELS OF READING SKILLS, AND (3) TO EXPLORE THE  
POSSIBLE RELATIONSHIPS BETWEEN LEVELS OF AUDITORY  
DISCRIMINATION SKILLS AND VISUAL PERCEPTUAL SKILLS INVOLVED  
IN READING. THE SUBJECTS ARE 180 WHITE AND NEGRO BOYS IN  
GRADES 1, 3, AND 5 FROM LOWER SOCIOECONOMIC BACKGROUNDS  
SELECTED FROM SCHOOLS IN DIFFERENT AREAS OF NEW YORK CITY.  
AUDITORY TEACHING WILL BE DONE BY (1) A STANDARD AUDIOMETRIC

TEST, (2) THE SEASHORE MEASURE OF MUSICAL TALENT, AND (3) AUDITORY MASKING TESTS. A MULTIPLE-CHOICE BENDER-GESTALT TEST WILL BE USED AS A VISUAL PERCEPTION TEST MEASURE. ONLY VISUAL MEMORY IS INVOLVED IN THIS TEST WHICH REQUIRES NO DRAWING OR OTHER REPRODUCTIVE MOTOR SKILL. A CONTINUOUS PERFORMANCE TEST IS USED TO MEASURE VIGILANCE OR ATTENTION. READING ABILITIES WILL BE TESTED BY THE GATES DIAGNOSTIC BATTERY AND THE INSTITUTE FOR DEVELOPMENT STUDIES READING PROGNOSIS TEST. THE LORGE-THORNDIKE TEST WILL BE USED TO MEASURE INTELLIGENCE. PROGRESS OF THE PROJECT UP TO THE DATE OF THIS REPORT IS DETAILED. (AL)

## EP 010 560

24

A NATIONAL SURVEY OF STUDENT TEACHING PROGRAMS.  
INVESTIGATOR- JOHNSON, JAMES A.  
NORTHERN ILLINOIS UNIV., DE KALB  
BUREAU NUMBER BR-6-8182  
GRANT OEG-3-7-068182-2635

PROP DATE 24 SEP 65

DESCRIPTORS- \*DATA ANALYSIS, \*NATIONAL SURVEYS, \*PROGRAM EVALUATION, \*QUESTIONNAIRES, \*STUDENT TEACHING, COMPUTER PROGRAMS, DATA COLLECTION, DE KALB, ILLINOIS, MEASUREMENT INSTRUMENTS, TEACHER EDUCATION,

START DATE 01-09-67

END DATE 07-08-68

THE CURRENT PRACTICES OF ALL STUDENT TEACHING PROGRAMS IN THE UNITED STATES WILL BE SURVEYED. THE TASKS OF THE PROJECT WILL BE TO (1) DEVELOP AND PRETEST A SURVEY INSTRUMENT WITH THE HELP OF A PANEL OF CONSULTANTS, (2) MAIL THE INSTRUMENT AND MAINTAIN A SECOND CONTACT WITH NONRESPONDENTS, (3) FOLLOWUP THE NONRESPONDENTS, (4) TRANSFER DATA COLLECTED TO IBM CARDS FOR COMPUTER ANALYSIS OF DATA AND THE WRITING OF PROGRAMS, AND (5) WRITE THE FINAL REPORT AND DISSEMINATE INFORMATION OBTAINED THROUGH THE STUDY TO INTERESTED PARTIES. (AL)

## EP 010 561

48

DERIVATION OF PHONEME INVENTORIES BY NATIVE SPEAKER RESPONSES.

INVESTIGATOR- SCHOLES, ROBERT J.  
UNIVERSITY OF FLORIDA, GAINESVILLE  
BUREAU NUMBER BR-6-8486  
CONTRACT OEC-2-7-068486-2677

PROP DATE 11 AUG 66

DESCRIPTORS- \*LANGUAGE INSTRUCTION, \*PHONEMES, \*STIMULUS DEVICES, \*TAPE RECORDINGS, CALIFORNIA, FLORIDA, GAINESVILLE, LANGUAGE RESEARCH, SAN JOSE, SPEECH,

START DATE 02-01-67

END DATE 01-31-68

THE DEVELOPMENT AND TESTING OF A SERIES OF TAPE RECORDINGS OF SYNTHETIC SPEECH-LIKE SOUNDS WHICH MAY BE USED TO DERIVE PHONEMIZATIONS OF NATURAL LANGUAGE IS PLANNED. EACH TAPE WILL EXPLORE A RANGE OF PARAMETRIC INTERVALS RELEVANT TO THE ACOUSTIC CONTRASTS USED IN THE PHONEMIC DISTINCTIONS OF NATURAL LANGUAGES. THE CATEGORIZATION OF THE RANGE OF STIMULI BY A NATIVE SPEAKER WILL ILLUSTRATE THOSE ACOUSTIC CONTRASTS RELEVANT TO THE PHONEMIC CODE OF HIS PARTICULAR LANGUAGE. THE TAPES WILL BE PREPARED AT THE IBM RESEARCH LABORATORY, SAN JOSE, CALIFORNIA. EACH TAPE WILL ILLUSTRATE SOME CATEGORY OF SPEECH

SOUND (VOWELS, VOICED STOPS, VOICELESS SIBILANTS, OR OTHERS) AND WILL CONTAIN VARIATIONS OF THE ACOUSTIC CUES RELEVANT TO DISTINCTIONS WITHIN EACH CATEGORY. THE AUDIOTAPES WILL THEN BE TESTED FOR ADEQUACY IN FORCED-CHOICE EXPERIMENTS AND, IF ACCEPTABLE, WILL BE USED IN OPEN-ENDED EXPERIMENTS TO DERIVE PHONEME INVENTORIES. (60)

## EP 010 562

24

DEVELOPMENT AND EVALUATION OF INSTRUCTIONAL UNITS FOR TEACHING PROFIT-MAXIMIZING PRINCIPLES IN VOCATIONAL AGRICULTURE.

INVESTIGATOR- BARKER, RICHARD  
OHIO STATE UNIV., COLUMBUS  
BUREAU NUMBER BR-6-8763  
CONTRACT OEC-3-7-068763-1949

PROP DATE 15 APR 66

DESCRIPTORS- \*AGRICULTURE, \*DEVELOPMENTAL PROGRAMS, \*INSTRUCTIONAL MATERIALS, \*TEACHING METHODS, \*UNITS OF STUDY (SUBJECT FIELDS), COLUMBUS, ECONOMICS, OHIO, PROGRAM EVALUATION, SECONDARY SCHOOLS, VOCATIONAL EDUCATION, WORKSHOPS,

START DATE 01-01-67

END DATE 08-31-67

AN ATTEMPT WILL BE MADE TO IMPROVE AGRICULTURE ECONOMICS INSTRUCTION FOR HIGH SCHOOL PROGRAMS. INSTRUCTIONAL UNITS WILL BE PREPARED BY SELECTED TEACHERS AND SUBSEQUENTLY EVALUATED. A SERIES OF SIX 1-DAY WORKSHOPS WILL BE CONDUCTED TO REVIEW THE PROGRESS AND MAKE RECOMMENDATIONS ON THE UNITS WITH THE AID OF CONSULTANTS. PILOT AND CONTROL SCHOOLS WILL BE SELECTED AND ADMINISTERED THE TREATMENTS. PRE- AND POST-TESTS WILL BE EMPLOYED TO DETERMINE THE SIGNIFICANT DIFFERENCES AND CHANGES BETWEEN THE NEW MATERIALS AND THE TRADITIONAL. UPON COMPLETION OF THE STUDY AND REFINEMENT OF THE MATERIALS, TESTED UNITS WILL BE PUBLISHED AND DISSEMINATED. (RS)

## EP 010 563

24

THE APPLICATION OF A SPECIAL COUNSELING TECHNIQUE TO MALADJUSTED UNDER-ACHIEVERS.

INVESTIGATOR- WINGER, LELAND J.  
STATE BOARD FOR VOCAT. EDUC., SALT LAKE CITY, UTAH  
BUREAU NUMBER BR-6-8902  
GRANT OEG-1-7-068902-2954

PROP DATE MAY 66

DESCRIPTORS- \*COUNSELING PROGRAMS, \*DROPOUT REHABILITATION, \*EDUCATIONAL METHODS, \*GUIDANCE COUNSELING, \*TEACHING TECHNIQUES, OTTO SELF CONCEPT IMPROVEMENT COUNSELING TECHNIQUE (OSCT), SALT LAKE CITY, UNDERACHIEVERS, UTAH,

START DATE 02-24-67

END DATE 01-06-69

THE EFFECTIVENESS OF A COUNSELING TECHNIQUE TO IMPROVE THE SELF-CONCEPT, ACHIEVEMENT, AND EMPLOYABILITY OF DROPOUTS WILL BE STUDIED. FOUR EXPERIMENTAL AND FOUR CONTROL GROUPS WILL BE ESTABLISHED IN A SPECIAL SCHOOL FOR DROPOUT REHABILITATION. THESE GROUPS WILL PARTICIPATE IN THE SAME CURRICULUM INSTRUCTION, BUT WILL BE SEPARATED 1 HOUR EACH DAY FOR HOMEROOM ASSIGNMENTS. FOUR EXPERIMENTAL GROUP HOMEROOM TEACHER-COUNSELORS WILL BE ESPECIALLY TRAINED IN THE METHODS AND APPLICATION OF THE OTTO SELF-CONCEPT IMPROVEMENT COUNSELING TECHNIQUE. THE CONTROL GROUPS WILL RECEIVE

TRADITIONAL HOMEROOM TEACHERS AND INSTRUCTION. ALL GROUPS WILL BE TESTED AT THE BEGINNING AND AT THE END OF THE SCHOOL YEAR, AND A FINAL SURVEY WILL BE MADE 6 MONTHS AFTER THE SCHOOL YEAR TO TEST THE EFFECT OF THE SPECIAL COUNSELING TECHNIQUES. THE DEMONSTRATION OF THE EFFECTIVENESS OF THE OTTO SELF-CONCEPT IMPROVEMENT COUNSELING TECHNIQUE IS EXPECTED TO PROVIDE A MORE USEFUL TOOL IN DROPOUT REHABILITATION. (RS)

## EP 010 564

08

CONCEPTS AND PRACTICES IN THE EDUCATION, TRAINING AND UTILIZATION OF SUBPROFESSIONAL WORKERS.

INVESTIGATOR- LYNTON, EDITH F.

NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH, NEW YORK

BUREAU NUMBER BR-7-0095

PROP DATE 25 JUL 66

GRANT OEG-1-7-070095-2869

DESCRIPTORS- \*CONFERENCES, \*MANPOWER UTILIZATION, \*OCCUPATIONAL INFORMATION, \*SUBPROFESSIONALS, \*VOCATIONAL EDUCATION, NEW YORK, NEW YORK CITY, WORKSHOPS, YOUTH EMPLOYMENT,

START DATE 02-01-67

END DATE 10-01-67

DECISION-MAKERS AND SPECIALISTS INVOLVED IN THE USE OF SUBPROFESSIONAL WORKERS WILL PARTICIPATE IN A 3-DAY CONFERENCE. THE CONFERENCE WILL HAVE SPEAKERS AND DISCUSSIONS AT GENERAL SESSIONS AND WORKSHOPS ON EITHER THEORETICAL OR PRACTICAL ASPECTS OF TRAINING AND USE OF SUBPROFESSIONAL WORKERS. THE WORKSHOPS WILL DEVISE SPECIFIC RECOMMENDATIONS FOR CONSIDERATION, AMENDMENT, AND PRIORITY ASSESSMENT BY THE GENERAL SESSIONS. UPON COMPLETION OF THE CONFERENCE, THE REPORTS, PAPERS, SPEECHES, AND DISCUSSIONS WILL BE ANALYZED, EDITED, AND PUBLISHED AS A FINAL REPORT. THE REPORT IS EXPECTED TO BE A RESOURCE FOR IMPLEMENTATION OF SIMILAR PROGRAMS AND A SOURCE OF INFORMATION FOR RESEARCH PLANNING ACTIVITIES IN THE TRAINING AND USE OF SUBPROFESSIONALS. (RS)

## EP 010 565

24

EDUCATION IN THE SEVENTIES--A STUDY AND DESCRIPTION OF MODEL SCHOOL SYSTEMS OF THE NEXT DECADE, UTILIZING COMPUTER ASSISTED INSTRUCTION.

INVESTIGATOR- MARGOLIN, JOSEPH B.

GEORGE WASHINGTON UNIV., WASHINGTON, D. C.

BUREAU NUMBER BR-7-0400

PROP DATE 24 JAN 67

CONTRACT OEC-2-7-07-0400-2833

DESCRIPTORS- \*AUTOMATION, \*COMPUTER ASSISTED INSTRUCTION, \*EDUCATIONAL CHANGE, \*METHODS RESEARCH, \*SEMINARS, DISTRICT OF COLUMBIA, EDUCATIONAL RESEARCH, INSTRUCTIONAL TECHNOLOGY, MODELS, SCHOOL PLANNING, TEACHING METHODS,

START DATE 02-01-67

END DATE 09-01-67

A TRAVELING SEMINAR OF 16 TO 20 EDUCATORS AND SCIENTISTS WILL BE CONDUCTED TO REVIEW RECENT DEVELOPMENTS IN COMPUTER-ASSISTED INSTRUCTION (CAI) AND TO FORMULATE LONG-RANGE, EDUCATIONAL RESEARCH PLANS RELEVANT TO CAI. AFTER A SITE VISITATION PROGRAM, DURING WHICH AT LEAST FIVE DEMONSTRATIONS OF CAI RESEARCH AND PRACTICE WILL BE OBSERVED, THE SEMINAR PARTICIPANTS WILL DEVELOP MODELS OF EDUCATIONAL SYSTEMS INCORPORATING CAI AND RELATED EDUCATIONAL TECHNOLOGY.

(JH)

## EP 010 566

24

COUNSELOR TRAINING IN STATISTICAL ANALYSIS VIA ELECTRONIC PROCESSING FOR RESEARCH ON LOCAL AND REGIONAL STUDENT DATA.

INVESTIGATOR- LONG, THOMAS

ALTOONA AREA SCHOOL DISTRICT, PA.

BUREAU NUMBER BR-7-8239

PROP DATE

66

GRANT OEG-1-7-078239-2919

DESCRIPTORS- \*COMPUTERS, \*COUNSELORS, \*INSTITUTE TYPE COURSES, \*PROGRAMING, \*STATISTICAL ANALYSIS, ALTOONA, PENNSYLVANIA, RESEARCH METHODOLOGY, STATISTICAL DATA,

START DATE 05-14-67

END DATE 09-25-67

A RESEARCH INSTITUTE DESIGNED TO TRAIN SCHOOL COUNSELORS IN PROGRAMING, DATA PROCESSING, AND COMPUTER-USE SKILLS FOR STATISTICAL ANALYSIS OF LOCAL AND REGIONAL STUDENT DATA IS PLANNED. IN THE 2-WEEK PERIOD, 25 PARTICIPANTS WILL BE TRAINED IN (1) DATA PROCESSING IBM CARD CHARACTERISTICS, (2) THE USE OF THE KEY PUNCH, SORTER, COLLATOR, ALPHABETIC INTERPRETER, AND CARD REPRODUCER, (3) FORTRAN PROGRAMING TECHNIQUES FOR WRITING STATISTICAL FORMULARY PROGRAMS, (4) STATISTICAL CONCEPTS OF CENTRAL TENDENCY CORRELATION, STANDARD DEVIATION, CHI-SQUARE, AND TEST-OF-SIGNIFICANCE AND RELATE THESE PROCEDURES TO ELECTRONIC ANALYSIS OF AVAILABLE STUDENT DATA, AND (5) THE OPERATION OF TELETYPE REMOTE STATIONS. THIS INSTITUTE SHOULD HELP SCHOOL COUNSELORS TO BETTER COLLECT, ANALYZE, AND DISSEMINATE SCHOOL AND STUDENT-RELATED DATA, AND ENABLE THEM TO ENGAGE IN COOPERATIVE ANALYSIS PROCEDURES WITH OTHER SCHOOLS IN THEIR AREA. (6C)

## EP 010 567

24

RESEARCH CONFERENCE ON THE PROBLEM OF DYSLLEXIA AND RELATED DISORDERS IN PUBLIC SCHOOLS OF THE UNITED STATES.

INVESTIGATOR- ZEDLER, EMPRESS Y.

SOUTHWEST TEXAS STATE COLLEGE, SAN MARCOS

BUREAU NUMBER BR-7-8270

PROP DATE 05 DEC 66

GRANT OEG-4-7-078270-2884

DESCRIPTORS- \*CONFERENCES, \*PROGRAM EVALUATION, \*READING CONSULTANTS, \*READING DIFFICULTY, \*RESEARCH COMMITTEES, FACILITIES, SAN MARCOS, SEMINARS, TEACHER EDUCATION, TEXAS,

START DATE 01-16-67

END DATE 08-17-67

INFORMATION ON RESEARCH, TEACHER EDUCATION PROGRAMS, AND DIAGNOSTIC FACILITIES IN THE AREA OF READING DISORDERS WILL BE REVIEWED AND REPORTED AT A 2-DAY CONFERENCE OF APPROXIMATELY 15 PARTICIPANTS FROM THE FIELDS OF EDUCATION, MEDICINE, BUSINESS, AND RELATED AGENCIES AND ASSOCIATIONS. THE PARTICIPANTS WILL ACCUMULATE THE NEEDED INFORMATION 3 WEEKS PRIOR TO THE CONFERENCE. THE INFORMATION WILL BE REPORTED, CLASSIFIED, AND SUMMARIZED DURING THE CONFERENCE, AND PROCEEDINGS AND FINDINGS WILL BE COMPILED AND DISTRIBUTED UPON THE COMPLETION OF THE CONFERENCE. (RS)

## EP 010 568

24

NEW PROCEDURES FOR SCORING PSYCHOLOGICAL INVENTORIES.

INVESTIGATOR- PREDIGER, DALE J.

UNIVERSITY OF TOLEDO  
BUREAU NUMBER BR-7-E-030  
CONTRACT OEC-3-7-070030-2871

PROP DATE 12 SEP 66

DESCRIPTORS- \*ITEM ANALYSIS, \*METHODS RESEARCH,  
\*PSYCHOLOGICAL TESTS, \*RATING SCALES, \*TEST VALIDITY, ANSWER  
KEYS, INSTRUMENTATION, OHIO, TOLEDO,

START DATE 02-01-67

END DATE 01-31-68

DATA ACQUIRED FROM A PROJECT SAMPLE OF APPROXIMATELY  
21,500 HIGH SCHOOL SENIORS WILL BE USED TO IMPROVE THE  
VALIDITY OF PSYCHOLOGICAL INVENTORIES. THE SAMPLE WILL BE  
RANDOMLY DIVIDED INTO FOUR SUBGROUPS FOR PURPOSES OF (1) THE  
DEVELOPMENT OF THE MODERATOR VARIABLE, CALCULATION OF ITEM  
ANALYSIS DATA, AND EXPLORATION OF MEANS FOR DETERMINING THE  
OPTIMUM NUMBER OF SCORING KEYS, (2) THE DEVELOPMENT OF A  
SINGLE SCALE FOR REPORTING MODERATED KEY SCORES, AND (3) THE  
CROSS-VALIDATION OF PREDICTIONS OF ATTENDANCE-GROUP  
MEMBERSHIP. CHI-SQUARE ANALYSES WILL BE EMPLOYED TO DETERMINE  
IF THE NEW TECHNIQUES DEVELOPED IN THE STUDY RESULT IN  
GREATER INVENTORY VALIDITY THAN CONVENTIONAL PROCEDURES. (RS)

## EP 010 569

48

PREPARATION OF INTERMEDIATE TEACHING MATERIALS IN MOROCCAN  
ARABIC.

INVESTIGATOR- HODGE, CARLETON T.  
INDIANA UNIV. FOUNDATION, BLOOMINGTON  
BUREAU NUMBER BR-7-E-031  
CONTRACT OEC-3-7-070031-1614

PROP DATE 66

DESCRIPTORS- \*ARABIC, \*COURSES, \*INSTRUCTIONAL MATERIALS,  
\*LANGUAGE PATTERNS, \*PATTERN DRILLS (LANGUAGE), BLOOMINGTON,  
INDIANA, LANGUAGE GUIDES, LANGUAGE INSTRUCTION, LINGUISTICS,

START DATE 12-01-68

END DATE 05-31-68

A 200- TO 250-PAGE INTERMEDIATE MOROCCAN ARABIC TEXT  
DESIGNED FOR NOT LESS THAN 150 HOURS OF CLASSROOM WORK IS  
PLANNED. THE PURPOSE OF THE PROPOSED COURSE AND TEXT IS TO  
PRESENT "REAL-LIFE" SITUATIONS, UNGRADED AND AS NATURAL AS  
POSSIBLE. THE STUDENT WILL NOT ONLY BE PRESENTED WITH THE  
SITUATION BUT ALSO WILL BE LED TO UNDERSTAND IT, BOTH  
LINGUISTICALLY AND CULTURALLY. TEXTUAL MATERIALS CONSISTING  
OF DIALOGS AND NARRATIVES WILL BE AIMED AT ILLUSTRATING  
DIFFERENT FACETS OF THE MOROCCAN CULTURE WITHOUT PRESENTING  
THEM IN A DIDACTIC FASHION. THE TEXTS WILL BE FOLLOWED BY  
CULTURAL NOTES, WHERE NECESSARY, AND BY DRILLS. THE LATTER  
WILL BE PRIMARILY A PRESENTATION OF SENTENCES AND TEXTS  
(VARYING IN LENGTH) PRESENTED FOR COMPREHENSION WITH  
APPROPRIATE CONTROLS. (6C)

## EP 010 570

24

THE DISTINCTION BETWEEN CONTROLLING EYE AND DOMINANT EYE AND  
THE EFFECT OF BOTH WITH DOMINANCE ON READING ACHIEVEMENT.

INVESTIGATOR- HILLERICH, ROBERT L.  
COMMUNITY CONSOLIDATED SCH. DIST. 34, GLENVIEW, ILL.

BUREAU NUMBER BR-7-E-046

PROP DATE 05 OCT 66

GRANT OEG-3-7-070046-2896

DESCRIPTORS- \*EYE MOVEMENTS, \*LATERAL DOMINANCE, \*READING  
ACHIEVEMENT, \*READING RESEARCH, CALIFORNIA ACHIEVEMENT TEST,

GLENVIEW, GRAY'S ORAL READING PARAGRAPHS, ILLINOIS,

START DATE 02-09-67

END DATE 11-08-67

APPROXIMATELY 275 EIGHTH-GRADE AND 16 SEVENTH-GRADE  
STUDENTS FROM A POPULATION TESTED IN KINDERGARTEN THROUGH THE  
THIRD GRADE WILL BE RETESTED. THE SUBJECTS WILL BE RETESTED  
FOR--(1) DOMINANT EYE USED IN SIGHTING WITH V-SCOPE AND  
HOLE-IN PAPER TESTS, (2) CONTROLLING EYE IN BINOCULAR VISION  
USING CARDS DB2-D, DB3-D, AND GRAY'S ORAL-READING PARAGRAPHS,  
(3) HAND DOMINANCE DETERMINED BY CUTTING, WRITING, THROWING,  
AND EATING, AND (4) READING ACHIEVEMENT USING THE CALIFORNIA  
ACHIEVEMENT TEST. ANALYSIS PROCEDURES WILL BE EMPLOYED TO  
TEST THE DIFFERENCES BETWEEN AND AMONG THE VARIABLES AND TO  
DETERMINE SIGNIFICANCE OF DIFFERENCES IN READING ACHIEVEMENT  
BETWEEN DIFFERENT GROUPS. (RS)

## EP 010 571

24

AN INVESTIGATION OF THE COGNITIVE DOMAIN OF LIPREADING.  
INVESTIGATOR- TAAFFE, GORDON  
UNIVERSITY OF DETROIT

BUREAU NUMBER BR-7-E-048

PROP DATE 14 OCT 66

CONTRACT OEC-3-7-070048-2857

DESCRIPTORS- \*COGNITIVE ABILITY, \*COGNITIVE PROCESSES, \*DEAF  
RESEARCH, \*LIPREADING, COMMUNICATION SKILLS, DETROIT,  
MICHIGAN,

START DATE 02-01-67

END DATE 01-31-68

THE COGNITIVE PROCESSES ASSOCIATED WITH LIPREADING WILL  
BE STUDIED. STIMULUS MATERIAL AND TESTS OF COGNITIVE  
ABILITIES WILL BE PRESENTED TO FOUR SAMPLE GROUPS OF  
LIPREADERS--(1) 100 MALE COLLEGE STUDENTS, (2) 100 FEMALE  
COLLEGE STUDENTS, (3) 100 HIGH SCHOOL STUDENTS, AND (4) 100  
JUNIOR HIGH SCHOOL STUDENTS. THREE SPEAKERS WILL NARRATE  
FILMED LIPREADING TESTS CONSISTING OF A WORD TEST, A PHRASE  
TEST, AND A SENTENCE TEST. TESTS OF COGNITIVE ABILITIES IN  
THE AREAS OF REASONING, PERCEPTUAL SPEED, AND VERBAL AND  
SPATIAL VISUALIZATION WILL BE MEASURED BY A VARIETY OF PURE  
FACTOR TESTS. THE RESULTS OF THE STUDY ARE EXPECTED TO BE OF  
INTEREST TO TEACHERS OF THE DEAF AND IN THE AREAS OF  
COMMUNICATION AND PSYCHOLINGUISTICS. (RS)

## EP 010 572

24

GRADUATE CURRICULUM DEVELOPMENT FOR SOCIAL PLANNING  
SPECIALIZATION IN URBAN AND REGIONAL PLANNING.

INVESTIGATOR- MCCLURE, EDWARD E.  
FLORIDA STATE UNIV., TALLAHASSEE  
BUREAU NUMBER BR-7-D-008

PROP DATE

67

GRANT OEG-2-7-070008-2958

DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*GRADUATE STUDY,  
\*REGIONAL PLANNING, \*SOCIAL PLANNING, \*URBAN PLANNING,  
CONSULTANTS, COURSE ORGANIZATION, FLORIDA, PROGRAM  
EVALUATION, TALLAHASSEE, UNITS OF STUDY (SUBJECT FIELDS),

START DATE 02-13-67

END DATE 08-12-68

NATIONAL AUTHORITIES IN THE FIELDS OF REGIONAL AND URBAN  
DEVELOPMENT, SOCIOLOGY, AND PSYCHOLOGY WILL CONSULT WITH  
FACULTY AND GRADUATE SCHOOL MEMBERS IN THIS PROGRAM PLANNED

TO (1) EVALUATE CURRICULUM NEEDS AND OBJECTIVES AND (2) PLAN SUBJECT CONTENT AND COURSE CONDUCT OF AN EXPERIMENTAL CURRICULUM. THE PROGRAM WILL BE DEVELOPED IN FOUR PHASES--(1) AN EXPLORATORY STUDY TO REVIEW PROBLEMS CONFRONTING THE AREA OF SOCIAL PLANNING, TO DETERMINE QUALIFICATIONS DESIRED IN NEWLY GRADUATED PLANNERS, AND DEVELOP IDEAS OF HOW TO CONDUCT THE EDUCATIONAL PROCESS; (2) A PLENARY SESSION TO REVIEW THE EXPLORATORY STUDY AND TO DEVELOP GUIDELINES FOR AN EXPERIMENTAL CURRICULUM; (3) OPERATIONAL USE OF THE CURRICULUM AT FLORIDA STATE UNIVERSITY IN THE FALL QUARTER OF 1967, AND (4) AN EVALUATION BY THE CURRICULUM DESIGN PARTICIPANTS TO ASSESS EDUCATIONAL EFFECTIVENESS OF THE PROGRAM. (AL)

## EP 010 573

24

EARLY CHILDHOOD EDUCATION CENTER.  
INVESTIGATOR- MEYER, WILLIAM  
SYRACUSE UNIV., N. Y.  
BUREAU NUMBER BR-7-0063  
CONTRACT OEC-1-7-070063-2634

PROP DATE 67

DESCRIPTORS- \*EARLY CHILDHOOD, \*EDUCATION SERVICE CENTERS, \*EDUCATIONAL RESEARCH, \*KINDERGARTEN CHILDREN, \*PRESCHOOL CHILDREN, BEHAVIOR, NEW YORK, PRESCHOOL EDUCATION, REGIONAL COOPERATION, REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, RESEARCH PROJECTS, SYRACUSE,

START DATE 02-01-67

END DATE 11-30-67

A REGIONAL CENTER FOR PLANNED RESEARCH ACTIVITIES ON EARLY CHILDHOOD EDUCATION WILL BE CREATED. THE CENTER WILL BE CONCERNED WITH THE DEVELOPMENT OF LONG-TERM PROGRAMMATIC RESEARCH FOR (1) UNDERSTANDING THE BASIC VARIABLES IN THE BEHAVIOR OF YOUNG CHILDREN AND (2) IMPLEMENTING NEW INFORMATION IN PREKINDERGARTEN AND KINDERGARTEN CLASSROOM SITUATIONS. SPECIFIC RESEARCH PROJECTS WILL BE CONDUCTED IN SUCH AREAS AS ART EDUCATION, ARITHMETIC EDUCATION, INITIAL READING BEHAVIOR, AND COGNITIVE AND PERSONALITY DEVELOPMENT. (GD)

## EP 010 574

08

DEVELOPMENT OF GUIDELINES ON IMPLICATIONS OF CAREER DEVELOPMENT THEORY AND RESEARCH FOR COUNSELOR EDUCATION.  
INVESTIGATOR- MORRIS, CHADEN N.  
COLUMBIA UNIV., TEACHERS COLL., NEW YORK  
BUREAU NUMBER BR-6-1886  
GRANT OEG-1-7-061886-2984

PROP DATE 07 DEC 65

DESCRIPTORS- \*CONFERENCES, \*COUNSELING PROGRAMS, \*COUNSELOR TRAINING, \*INSTITUTE TYPE COURSES, \*VOCATIONAL COUNSELING, CAREER PLANNING, CURRICULUM GUIDES, GUIDANCE PROGRAMS, NEW YORK, NEW YORK CITY, RESEARCH OPPORTUNITIES, VOCATIONAL EDUCATION,

START DATE 03-01-67

END DATE 07-31-67

A VOCATIONAL INSTITUTE WILL BE ORGANIZED AS A WORKING CONFERENCE, COMBINING (1) PREPARED PRESENTATIONS OF CURRENT RESEARCH AND THEORETICAL MATERIAL, (2) FORMAL SESSIONS ON THE IMPLICATIONS FOR VOCATIONAL COUNSELING METHODS AND INSTRUMENTS, AND (3) SMALL GROUP SESSIONS IN WHICH TRAINEES AND THE INSTITUTE STAFF WILL WORK TOGETHER TO ACHIEVE USEFUL

ADAPTATIONS. CAREER DEVELOPMENT AREAS TO BE COVERED ARE (1) CULTURAL DETERMINANTS, (2) THE INFLUENCE OF PARENT-CHILD RELATIONSHIPS, (3) THEORY AND RESEARCH IN PSYCHOANALYTIC APPROACHES, (4) TRAIT THEORY APPROACHES, AND (5) SELF-CONCEPT AND IDENTITY APPROACHES. (6C)

## EP 010 575

48

CURRICULUM DEVELOPMENT FOR AFRICAN STUDIES.  
INVESTIGATOR- CARTER, GWENDOLEN M.  
NORTHWESTERN UNIV., EVANSTON, ILL.  
BUREAU NUMBER BR-6-2863  
CONTRACT OEC-3-7-062863-1661

PROP DATE 02 DEC 66

DESCRIPTORS- \*AREA STUDIES, \*CURRICULUM DEVELOPMENT, \*CURRICULUM GUIDES, \*FOREIGN CULTURE, \*INTERDISCIPLINARY APPROACH, AFRICA, BIBLIOGRAPHIES, COURSES, EVANSTON, ILLINOIS, LITERATURE,

START DATE 01-01-67

END DATE 06-30-68

A SET OF TEACHING MATERIALS FOR AFRICAN STUDIES IS PLANNED. THREE VOLUMES WILL BE PREPARED--(1) A DETAILED SYLLABUS FOR A 1-YEAR COURSE WHICH WILL INCLUDE OUTLINES OF APPROXIMATELY 90 LECTURES, REQUIRED AND RECOMMENDED READING LISTS, A DISCUSSION OF BASIC CONCEPTS, STUDY QUESTIONS, AND A SET OF REFERENCE MATERIALS; (2) A BIBLIOGRAPHY TO PROVIDE STUDENTS AND SCHOLARS WITH PERSPECTIVES ON THE PROFESSIONAL LITERATURE ON AFRICA, AND (3) A VOLUME OF ORIGINAL CONTRIBUTIONS ON SELECTED INTERDISCIPLINARY THEMES AROUND WHICH THE SYLLABUS WILL HAVE BEEN STRUCTURED. ALTHOUGH DESIGNED PRIMARILY FOR THE UNDERGRADUATE LEVEL, THE MATERIALS WILL BE SUFFICIENTLY FLEXIBLE FOR INTRODUCTION INTO CURRICULUMS AT BOTH HIGHER AND LOWER EDUCATIONAL LEVELS. (6C)

## EP 010 576

08

WORKSHOP ON ORGANIZATION AND OPERATION OF COOPERATIVE WORK EXPERIENCE PROGRAMS IN TRADE AND INDUSTRIAL EDUCATION.  
INVESTIGATOR- HARRIS, JAMES N.  
TUSKEGEE INST., ALA.  
BUREAU NUMBER BR-7-0444  
GRANT OEG-2-7-070444-2974

PROP DATE 31 OCT 66

DESCRIPTORS- \*INDUSTRIAL EDUCATION, \*PROGRAM IMPROVEMENT, \*VOCATIONAL EDUCATION, \*WORK EXPERIENCE PROGRAMS, \*WORKSHOPS, ALABAMA, COOPERATIVE PROGRAMS, TUSKEGEE,

START DATE 03-01-67

END DATE 11-30-67

A WORKSHOP ON COOPERATIVE WORK-EXPERIENCE PROGRAMS WILL BE HELD TO BETTER UTILIZE AVAILABLE RESOURCES AND METHODS OF PROGRAM IMPLEMENTATION AND EVALUATION. FORTY TRADE AND INDUSTRIAL TEACHER-EDUCATORS AND DIRECTORS WILL PARTICIPATE, AND PAPERS WILL BE READ BY LEADERS IN THE FIELD OF TRADE AND INDUSTRIAL EDUCATION. (6D)

## EP 010 577

24

DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE EVALUATION AND REPORTING SYSTEM FOR KINDERGARTEN AND PRIMARY GRADE SCHOOLS.  
INVESTIGATOR- HEDGES, WILLIAM D.  
CLAYTON PUBLIC SCHOOL SYSTEM, MO.  
BUREAU NUMBER BR-6-8562

PROP DATE FEB 66

GRANT OEG-3-7-068562-2928

DESCRIPTORS- \*CHILD DEVELOPMENT, \*DEVELOPMENTAL PROGRAMS, \*MEASUREMENT INSTRUMENTS, \*MEASUREMENT TECHNIQUES, \*TEST CONSTRUCTION, ACADEMIC ACHIEVEMENT, CLAYTON, CONSULTANTS, EVALUATION TECHNIQUES, KINDERGARTEN, MISSOURI, PRIMARY GRADES, STUDENT EVALUATION,

START DATE 04-01-67

END DATE 03-31-68

ASPECTS WHICH RELATE TO THE SUCCESS OF YOUNG CHILDREN IN SCHOOL WILL BE STUDIED IN AN ATTEMPT TO DEVELOP A SYSTEM OF MEASUREMENT TECHNIQUES AND INSTRUMENTS. SPECIALISTS FROM VARIOUS CHILD GROWTH-AND-DEVELOPMENT AREAS WILL BE EMPLOYED AS CONSULTANTS TO THE PROJECT. THESE SPECIALISTS WILL INCLUDE A PEDIATRICIAN, A CLINICAL PSYCHOLOGIST, A SOCIAL ANTHROPOLOGIST, A SOCIOLOGIST, AN OPTOMETRIST, A SPEECH AND HEARING CLINICIAN, AND A SPECIALIST IN EARLY CHILDHOOD EDUCATION. A RECORDING SYSTEM TO PROVIDE DIAGNOSIS, DEPICTION OF STUDENT GROWTH, AND PRESCRIPTION OF AN EDUCATIONAL PROGRAM WILL BE CONSTRUCTED, FIELD TESTED, AND REVISED. THIS SYSTEM WILL REVEAL THE RELATIONSHIPS BETWEEN SUCCESSIVE MEASUREMENTS OF SPECIFIC FACTORS RELATING TO CHILD DEVELOPMENT. THE SYSTEM IS ALSO EXPECTED TO RELATE DIRECTLY TO WHAT THE CHILD EXPERIENCES IN SCHOOL AND TO FOCUS ATTENTION ON GROWTH IN RELATION TO A CHILD'S TOTAL PATTERN OF ATTRIBUTES. (RS)

## EP 010 578

24

PILOT TRAINING PROGRAM IN UNDERGRADUATE EDUCATIONAL RESEARCH.

INVESTIGATOR- GORDON, IRA A.

UNIV. OF FLORIDA, COLL. OF EDUCATION, GAINESVILLE

BUREAU NUMBER BR-6-1979

PROP DATE

66

GRANT OEG-2-8-061979-0675

DESCRIPTORS- \*COLLEGE STUDENTS, \*EDUCATIONAL RESEARCH, \*PILOT PROJECTS, \*RESEARCHERS, \*TRAINING, CURRICULUM RESEARCH, EXPERIMENTAL CURRICULUM, FLORIDA, GAINESVILLE, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES,

START DATE 03-05-66

END DATE 01-31-68

GOALS OF THIS UNDERGRADUATE TRAINING PROGRAM WILL BE TO INTRODUCE (1) OUTSTANDING UNDERGRADUATES IN THE BEHAVIORAL AND SOCIAL SCIENCE FIELDS TO EDUCATIONAL RESEARCH RELATED TO THEIR DISCIPLINES AND (2) OUTSTANDING UNDERGRADUATES PREPARING FOR TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS TO EDUCATIONAL RESEARCH AS A FUTURE CAREER. STUDENTS WILL (1) DEVELOP BASIC COMPETENCIES IN MEASUREMENT TECHNIQUES AND STATISTICAL RESEARCH DESIGN APPROPRIATE TO EDUCATION AT THE BEGINNING RESEARCH LEVEL, (2) CONDUCT INDIVIDUAL RESEARCH IN RELATION TO A SPECIFIC DISCIPLINE AND ITS APPLICATION TO EDUCATIONAL RESEARCH, (3) PARTICIPATE INDIVIDUALLY AS MEMBERS OF EDUCATIONAL RESEARCH PROJECTS, (4) COME IN CONTACT WITH PROFESSORS WHO ARE CONDUCTING EDUCATIONAL RESEARCH FROM A VARIETY OF ORIENTATIONS, (5) DEVELOP SUBSTANTIVE KNOWLEDGE OF BEHAVIORAL AND SOCIAL SCIENCE PRINCIPLES WHICH IMPINGE UPON THE CONDUCT OF EFFECTIVE EDUCATIONAL RESEARCH, (6) BECOME FAMILIAR WITH BEGINNING DATA PROCESSING, AND (7) COME IN CONTACT WITH STUDENTS FROM OTHER DISCIPLINES TO EXCHANGE IDEAS ON EDUCATION AND EDUCATIONAL RESEARCH. (6C)

## EP 010 579

24

ESTABLISHMENT OF STANDARDS FOR THE INDIANA-OREGON MUSIC DISCRIMINATION TEST, BASED ON A CROSS-SECTION OF ELEMENTARY AND SECONDARY STUDENTS.

INVESTIGATOR- LONG, NEWELL H.

INDIANA UNIV. FOUNDATION, BLOOMINGTON

BUREAU NUMBER BR-7-E-027

PROP DATE

67

GRANT OEG-3-7-070027-2893

DESCRIPTORS- \*APTITUDE, \*COGNITIVE MEASUREMENT, \*MUSIC, \*TALENT IDENTIFICATION, \*TEST CONSTRUCTION, ACHIEVEMENT, BLOOMINGTON, FACTOR ANALYSIS, INDIANA, INDIANA OREGON MUSIC DISCRIMINATION TEST, SEASHORE MEASURES OF MUSICAL TALENTS, SOCIOECONOMIC INFLUENCES, TEST VALIDITY, TESTING,

START DATE 02-06-67

END DATE 10-05-67

THE RELATIONSHIPS OF MUSIC DISCRIMINATION ABILITY TO SELECTED INTELLECTUAL, ENVIRONMENTAL, AND BACKGROUND VARIABLES WILL BE STUDIED TO ESTABLISH NORMS FOR THE INDIANA-OREGON MUSIC DISCRIMINATION TEST. THE TEST WILL BE ADMINISTERED TO 5,500 SUBJECTS FROM GRADE 5 THROUGH COLLEGE AND NONCOLLEGE ADULTS. ADDITIONAL EVALUATIVE DATA WILL BE OBTAINED FROM THE SUBJECTS' SCHOOL RECORDS AND BY ADMINISTERING A SPECIAL QUESTIONNAIRE AND THE SEASHORE MEASURES OF MUSICAL TALENTS. A FACTOR ANALYSIS OF TESTED INTERRELATIONSHIPS AND A COMPUTATION OF THE NORMS FOR VARIOUS POPULATIONS WILL THEN BE MADE. (RS)

## EP 010 580

48

DEVELOPMENT OF INTRODUCTORY THAI MATERIALS FOR UNIVERSITY STUDENTS - PHASE II.

INVESTIGATOR- ANTHONY, EDWARD M.

UNIVERSITY OF PITTSBURGH

BUREAU NUMBER BR-7-0045

PROP DATE 30 JUN 66

CONTRACT OEC-1-7-070045-2639

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*TEXTBOOK PREPARATION, \*THAI, BASIC SKILLS, COLLEGE STUDENTS, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PITTSBURGH,

START DATE 12-15-66

END DATE 05-31-68

PRODUCTION OF UNIVERSITY-LEVEL TEXTBOOKS FOR 2 YEARS OF INTRODUCTORY THAI WILL BE CONTINUED AND CONCLUDED IN THIS SECOND PHASE. THE PROJECT WILL PRODUCE COMPANION TEXTS AND TAPES FOR SECOND-YEAR THAI. THE PROCEDURES WILL CONSIST OF PRODUCING MATERIALS WITHIN THE ASSUMPTIONS OF AN AUDIOLINGUAL APPROACH, TESTING OF MATERIALS, AND COMPILING LESSONS IN BOOK FORM TO BE USED WITH INTEGRATED TAPE RECORDINGS. THE 2-YEAR COURSE IS TO BE BASED ON MODERN LANGUAGE TEACHING THEORY AND MADE AVAILABLE TO UNIVERSITIES THROUGHOUT THE UNITED STATES. (6D)

## EP 010 581

24

AN EVALUATION OF A NONGRADED SECONDARY SCHOOL.

INVESTIGATOR- JOHNSON, HOMER M.

UTAH STATE UNIV. OF AG. AND APPL. SCIENCES, LOGAN

BUREAU NUMBER BR-7-8080

PROP DATE 03 AUG 66

CONTRACT OEC-4-7-070080-2733

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*CRITICAL THINKING, \*NONGRADED SYSTEM, \*SECONDARY EDUCATION, \*STUDENT ATTITUDES, CALIFORNIA ACHIEVEMENT TESTS, COMPARATIVE ANALYSIS, GRADE 10, HIGH SCHOOL STUDENTS, LOGAN, PROGRAM EVALUATION, UTAH, WATSON GLASER CRITICAL THINKING APPRAISAL,

START DATE 01-25-67

END DATE 12-24-67

SIGNIFICANT DIFFERENCES IN THE ACHIEVEMENT, CRITICAL THINKING ABILITY, AND ATTITUDES AMONG STUDENTS ATTENDING A NONGRADED HIGH SCHOOL AND STUDENTS OF A GRADED HIGH SCHOOL WILL BE COMPARED. SOPHOMORE STUDENTS REPRESENTING THE TWO HIGH SCHOOL TYPES WILL BE ADMINISTERED THE CALIFORNIA ACHIEVEMENT TESTS, AN OPINION SURVEY, AND THE WATSON-GLASER CRITICAL THINKING APPRAISAL. ANALYSIS OF COVARIANCE WILL BE USED TO DETERMINE IF THERE IS A SIGNIFICANT DIFFERENCE IN THE ACHIEVEMENT, ATTITUDES, AND CRITICAL THINKING ABILITY OF THE TWO GROUPS. THIS STUDY WILL BE THE FIRST KNOWN RESEARCH EVALUATION OF A NONGRADED SECONDARY SCHOOL. (GC)

#### EP 010 582

24

GRADUATE RESEARCH TRAINING PROGRAM.

INVESTIGATOR- FELDHUSEN, JOHN

PURDUE UNIV., LAFAYETTE, IND.

BUREAU NUMBER BR-6-2982

GRANT OEG-3-7-062982-3130

PROP DATE 67

DESCRIPTORS- \*EDUCATIONAL PROBLEMS, \*EDUCATIONAL RESEARCH, \*GRADUATE STUDY, \*RESEARCHERS, \*TRAINING, INDIANA, LAFAYETTE, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS,

START DATE 03-20-67

END DATE 08-15-68

A GRADUATE STUDY PROGRAM WILL BE ESTABLISHED FOR TRAINING RESEARCHERS FOR SPECIALIZATION IN DESIGN AND CONDUCT OF EDUCATIONAL RESEARCH. THE TRAINING PROGRAM WILL BE 3 YEARS IN LENGTH FOR CANDIDATES WHO ENTER WITH A BACHELOR'S DEGREE AND 2 YEARS FOR THOSE WHO ENTER WITH A MASTER'S DEGREE. THE MAIN FEATURES OF THE PROGRAM WILL BE (1) CORE COURSES IN STATISTICS AND RESEARCH DESIGN, MEASUREMENT AND EVALUATION, AND FOUNDATIONS, (2) PARTICIPATION IN A RESEARCH DESIGN SEMINAR RUN IN COLLABORATION WITH PUBLIC SCHOOL PERSONNEL, (3) EXPERIENCE IN PLANNING RESEARCH IN EDUCATION, (4) CLOSE ASSOCIATION WITH PROFESSOR-ADVISERS WHO SPECIALIZE IN APPLIED EDUCATIONAL RESEARCH, AND (5) A THESIS RESEARCH EXPERIENCE WHICH EMPHASIZES THE DESIGN AND ADMINISTRATION OF SCHOOL-BASED RESEARCH. (GC)

#### EP 010 583

40

THE EFFICACY OF SOUND-MOTION PICTURES AS INSTRUCTIONAL MEDIA.

INVESTIGATOR- IRWIN, RUTH B.

OHIO STATE UNIV. RESEARCH FOUNDATION, COLUMBUS

BUREAU NUMBER BR-5-8416

GRANT OEG-3-7-058416-2674

PROP DATE 23 JUL 65

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*FILM PRODUCTION, \*INSTRUCTIONAL FILMS, \*SOUND FILMS, \*SPEECH EDUCATION, COLUMBUS, EVALUATION, MEDIA RESEARCH, OBSERVATION, OHIO,

START DATE 01-01-67

END DATE 12-31-67

INSTRUCTIONAL SOUND MOTION PICTURES WILL BE PRODUCED TO PROVIDE STANDARDIZED OBSERVATIONAL OPPORTUNITIES FOR STUDENTS PREPARING FOR CLINICAL PRACTICE IN SPEECH. THREE 9-MINUTE FILMS WILL BE PRODUCED AND EVALUATED. STUDY GUIDES AND A RATING SCALE WILL BE DEVELOPED BY STANDARD PROCEDURES. FILMS WILL BE EVALUATED BY COMPARING RESULTS OF RATINGS BY INEXPERIENCED AND EXPERIENCED CLINICIANS. DATA WILL BE ANALYZED BY ANALYSIS OF VARIANCE, CRITICAL DIFFERENCE, AND INTERCORRELATIONS TO ASCERTAIN VALIDITY, INTERNAL CONSISTENCY, AND RELIABILITY. (GC)

#### EP 010 584

48

A DEFINITION OF ONE LEVEL OF ACHIEVEMENT IN THE READING AND WRITING OF SPANISH.

INVESTIGATOR- NOSTRAND, HOWARD L.

UNIVERSITY OF WASHINGTON, SEATTLE

BUREAU NUMBER BR-6-8779

CONTRACT OEC-4-7-068779-1514

PROP DATE 66

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*GRAMMAR, \*LANGUAGE INSTRUCTION, \*SEQUENTIAL PROGRAMS, \*SPANISH, ACHIEVEMENT RATING, READING SKILLS, SEATTLE, WASHINGTON, WRITING SKILLS,

START DATE 10-01-66

END DATE 09-30-67

A SEQUENCE OF LINGUISTIC STRUCTURES BY WHICH STUDENTS COULD ATTAIN A SPECIFIED DEGREE OF PROFICIENCY IN READING AND WRITING SPANISH WILL BE FORMULATED. TESTING TO MEASURE DEGREES OF ACHIEVEMENT DURING THE SEQUENCE OF ACQUISITION WILL BE CARRIED OUT. TERMINAL BEHAVIOR FOR SEQUENCES OF SPANISH GRAMMAR TAUGHT BY THE AUDIOLINGUAL METHOD WILL BE DETERMINED AND, WHEREVER POSSIBLE, MORE EFFICIENT SEQUENCES WILL BE SUGGESTED. (GD)

#### EP 010 585

24

A MODEL OPTION OF COURSES FOR INSTRUCTION IN WILDLAND RECREATION MANAGEMENT AT THE COLLEGE UNDERGRADUATE LEVEL.

INVESTIGATOR- BURY, RICHARD L.

NORTHERN ARIZONA UNIV., FLAGSTAFF

BUREAU NUMBER BR-6-8549

CONTRACT OEC-4-7-068549-0225

PROP DATE 66

DESCRIPTORS- \*COURSE ORGANIZATION, \*CURRICULUM DEVELOPMENT, \*MANAGEMENT, \*PARKS, \*RECREATION, ARIZONA, COLLEGE INSTRUCTION, CONSULTANTS, FLAGSTAFF, INSTRUCTIONAL MATERIALS, MATERIAL DEVELOPMENT, MODELS,

START DATE 11-23-66

END DATE 06-30-68

COURSES, SYLLABI, AND SUGGESTED READINGS FOR INSTRUCTION IN WILDLAND RECREATION MANAGEMENT WILL BE DEVELOPED. THE GENERAL DESIGN OF THE STUDY WILL INVOLVE (1) SELECTION AND EVALUATION OF COURSE MATERIALS, (2) SYNTHESIS OF A GENERAL FRAMEWORK FOR INSTRUCTION, AND (3) DEVELOPMENT AND EVALUATION OF A MODEL OPTION. THESE ACTIVITIES WILL BE ACCOMPLISHED BY (1) CONSULTING MANAGERS OF RECREATIONAL AREAS FOR RECOMMENDATIONS THAT WOULD BE USEFUL IN WILDLAND RECREATION MANAGEMENT, (2) CONSULTING ACADEMIC AND INSERVICE PROGRAMS OF INSTRUCTION TO GAIN A USEFUL PERSPECTIVE ON EXISTING EDUCATIONAL MATERIALS, (3) SYNTHESIZING A GENERAL FRAMEWORK OF INSTRUCTION IN WILDLAND RECREATION MANAGEMENT AND ITS INTEGRATION WITHIN THE MULTIPLE-USE MANAGEMENT CONCEPT, AND

(4) EVALUATING THE MODEL OPTION WITH THE PROJECT CONSULTANTS DURING ITS PREPARATION AND UPON ITS COMPLETION. (RS)

## EP 010 586

24

A STUDY OF THE EFFECTS OF COMPUTERS ON THE OCCUPATIONAL ADJUSTMENT OF A PROFESSIONAL GROUP.

INVESTIGATOR- DANIELS, MORRIS J.

SAN DIEGO STATE COLL., CALIF.

BUREAU NUMBER BR-6-8758

PROP DATE 15 APR 66

GRANT OEG-4-7-068758-2978

DESCRIPTORS- #COMPUTERS, #JOB ANALYSIS, #MOBILITY, #TRANSFER OF TRAINING, #WORK ATTITUDES, BEHAVIOR, CALIFORNIA, CONFLICT, CONSULTANTS, HABIT FORMATION, OPINIONS, RESENTMENT, SAN DIEGO,

START DATE 06-01-67

END DATE 11-30-68

PROBLEMS RESULTING FROM THE COMPUTER-CREATED CHANGING ROLE OF THE ACCOUNTANT WILL BE STUDIED. THE NEED FOR ACCOUNTANTS TO KNOW SOMETHING ABOUT COMPUTERS AND THE PROFESSIONAL PRESSURES ON THE ACCOUNTANT TO PROVIDE MANAGEMENT SERVICES AS A COUNSELOR AND ADVISER TO BUSINESS RAISE THREE QUESTIONS TO BE STUDIED--(1) WHAT ARE THE SOURCES OF RESISTANCE TO THE ROLE CHANGE, (2) WHAT NONTECHNICAL EFFECTS RESULT FROM THE TECHNICAL CHANGE (SUCH AS EFFECTS ON THE PROFESSION'S ETHICAL CODE), AND (3) WHAT EDUCATION PROGRAMS HAVE BEEN DEVELOPED TO MEET THIS TRANSITION. COMPARISONS WILL BE MADE AMONG CPA FIRMS IN LOS ANGELES AND SAN FRANCISCO AT THREE LEVELS OF TRANSITION, RANGING FROM A COMPLETE LACK OF PREPARATION FOR THE CHANGING ROLE TO A FAIRLY COMPLETE ASSIMILATION OF IT. EDUCATION PROGRAMS IN PROGRESS WILL ALSO BE OBSERVED. RESULTS OF THESE INVESTIGATIONS WILL BE STUDIED, ON A THEORETICAL LEVEL, TO LEARN HOW INDIVIDUALS ADJUST TO CRITICAL TURNING POINTS AS A PARTICULAR FORM OF ADULT SOCIALIZATION. (AL)

## EP 010 587

08

INSERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER - COORDINATOR.

INVESTIGATOR- REED, JACK C.

STATE COLLEGE OF IOWA, CEDAR FALLS

BUREAU NUMBER BR-7-0542

PROP DATE 31 OCT 66

GRANT OEG-3-7-070542-2968

DESCRIPTORS- #INSERVICE TEACHER EDUCATION, #INSTRUCTIONAL INNOVATION, #JOB ANALYSIS, #OFFICE OCCUPATIONS, #TEACHER WORKSHOPS, CEDAR FALLS, IOWA, LEARNING EXPERIENCE, TRAINING,

START DATE 02-27-67

END DATE 03-02-68

EXPERIENCED OFFICE-OCCUPATIONS TEACHERS (30) FROM SEVERAL STATES WILL ASSEMBLE AT THE STATE COLLEGE OF IOWA FOR A 4-WEEK TRAINING PROGRAM. THESE TEACHERS WILL BE GIVEN INSTRUCTION IN THE OFFICE-OCCUPATIONS EDUCATION CYCLE, INCLUDING JOB ANALYSIS, EXTRACTING CURRICULUMS FROM JOB ANALYSES, DESIGN OF LEARNING EXPERIENCES IN THE CLASSROOM AND ON THE JOB, INTEGRATION OF LEARNING EXPERIENCES, PLACEMENT AFTER COMPLETION OF EDUCATION AND FOLLOWUP FOR EVALUATION PURPOSES. PRACTICE TIME, SUPERVISED STUDY, AND INDIVIDUAL READING WILL SUPPLEMENT INSTRUCTION. SPEAKERS WILL BE OBTAINED FROM BUSINESS, THE U.S. OFFICE OF EDUCATION, AND

RELATED DISCIPLINES. NEW MEDIA FOR TEACHING WILL BE USED WHEN POSSIBLE. RESULTS WILL BE EVALUATED IMMEDIATELY AND AFTER 6 MONTHS, AND DISSEMINATED TO STATE SUPERVISORS AND TEACHER EDUCATORS OF OFFICE-OCCUPATIONS EDUCATION. (GC)

## EP 010 588

24

A HISTORICAL AND SOCIAL PERSPECTIVE ON "BROWN VS. THE BOARD OF EDUCATION OF TOPEKA" WITH PRESENT AND FUTURE IMPLICATIONS.

INVESTIGATOR- SPEER, HUGH W.

UNIVERSITY OF MISSOURI, COLUMBIA CAMPUS

BUREAU NUMBER BR-6-8939

PROP DATE 31 MAY 66

CONTRACT OEC-3-7-068939-2841

DESCRIPTORS- #BEHAVIORAL SCIENCE RESEARCH, #RACE RELATIONS, #SCHOOL SEGREGATION, #SOCIAL INFLUENCES, #SUPREME COURT LITIGATION, AMERICAN HISTORY, BEHAVIORAL SCIENCES, BROWN VERSUS THE BOARD OF EDUCATION OF TOPEKA, COLUMBIA, MISSOURI, RESEARCH METHODOLOGY, SCHOOL INVOLVEMENT,

START DATE 02-01-67

END DATE 06-30-67

THE HUMAN AND SOCIAL CIRCUMSTANCES WHICH SURROUNDED THE "BROWN VS. THE BOARD OF EDUCATION OF TOPEKA" TRIAL OF 1951 WILL BE RESEARCHED AND STUDIED. THIS CASE ESTABLISHED A SOCIOLOGICAL AND LEGAL PRECEDENT IN SCHOOL INTEGRATION, AND WAS A BASIS FOR THE 1954 SUPREME COURT DECISION ON SCHOOL INTEGRATION. THE STUDY WILL USE HISTORICAL AND DOCUMENTARY RESEARCH METHODS TO INVESTIGATE ORIGINAL, PRIMARY, AND SECONDARY MATERIALS. A HISTORY WHICH EMPHASIZES THE BEHAVIORAL ASPECT OF THE TRIAL AND ITS EFFECT ON THE DECISION OF THE KANSAS COURT WILL THEN BE WRITTEN. (PH)

## EP 010 589

24

ASSESSMENT OF GROUP COUNSELING PROCEDURES ON A SMALL COLLEGE CAMPUS.

INVESTIGATOR- KRAUSE, VICTOR C.

CONCORDIA TEACHERS COLL., RIVER FOREST, ILL.

BUREAU NUMBER BR-7-E-040

PROP DATE 12 OCT 66

GRANT OEG-3-7-00040-2965

DESCRIPTORS- #COLLEGE STUDENTS, #COUNSELING PROGRAMS, #GROUP COUNSELING, #IDENTIFICATION TESTS, #SMALL SCHOOLS, COMPARATIVE ANALYSIS, COUNSELING SERVICES, ILLINOIS, INDIVIDUAL COUNSELING, PROGRAM EVALUATION, RIVER FOREST,

START DATE 03-01-67

END DATE 11-30-67

A STUDY WILL BE MADE OF A GROUP COUNSELING PROGRAM AND ITS EFFECTS ON FRESHMAN STUDENTS. IN ADDITION, AN ATTEMPT WILL BE MADE TO FIND A MEANS OF IDENTIFYING STUDENTS WHO WOULD BENEFIT FROM THE PROGRAM. THE PROJECT WILL INVOLVE 135 FRESHMEN ATTENDING A SMALL COLLEGE. THE DESIGN WILL INCLUDE TWO EXPERIMENTAL GROUPS AND A CONTROL GROUP. THE TREATMENTS FOR RESPECTIVE GROUPS WILL BE (1) GROUP COUNSELING, (2) NO COUNSELING, AND (3) TRADITIONAL INDIVIDUAL COUNSELING. (RS)

## EP 010 590

24

A COLLECTION OF ETHNIC DANCES FOR USE IN ELEMENTARY AND SECONDARY SCHOOLS.

INVESTIGATOR- HAWKINS, ALMA M.

UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS

BUREAU NUMBER BR-6-8093

PROP DATE

87

CONTRACT OEC-4-7-088093-1948

DESCRIPTORS- \*CULTURAL ENRICHMENT, \*DANCE, \*FOLK CULTURE, \*MATERIAL DEVELOPMENT, CALIFORNIA, DATA COLLECTION, ELEMENTARY EDUCATION, ETHNIC GROUPS, FILM PRODUCTION, LOS ANGELES, PROGRAM DEVELOPMENT, SECONDARY EDUCATION, TAPE RECORDINGS,

START DATE 01-03-67

END DATE 11-30-67

AUTHENTIC DANCE MATERIALS AND RELATED FOLKLORE OF GYPSY CULTURE WILL BE COLLECTED TO ENRICH DANCE EDUCATION IN THE UNITED STATES. DATA AVAILABLE AT FOLKLORE AND ETHNOLOGICAL INSTITUTES IN TWO YUGOSLAV REPUBLICS, SERBIA AND MACEDONIA, WILL BE RESEARCHED. IN ADDITION, RECORDS OF GYPSY DANCES WILL BE MADE BY FILMING, NOTATING MOVEMENTS, AND RECORDING MUSIC. GENERAL INFORMATION WILL BE GATHERED ABOUT THE DANCES--FUNCTION, AGE, SEX, COSTUME, AND GROUP PATTERNS. (RS)

## EP 010 591

24

STUDY OF THE LEARNING EXPERIENCE AND THE NATURAL HISTORY OF EDUCATION OF THE DEPRIVED NEGRO CHILD IN SCHOOL, FAMILY, AND PEER CULTURES.

INVESTIGATOR- HENRY, JULES  
WASHINGTON UNIV., ST. LOUIS

BUREAU NUMBER BR-6-2771

PROP DATE 20 APR 66

CONTRACT OEC-1-7-082771-2714

DESCRIPTORS- \*DISADVANTAGED YOUTH, \*ENVIRONMENTAL INFLUENCES, \*FAILURE FACTORS, \*LEARNING EXPERIENCE, \*PRIMARY GRADES, INTERVIEWS, KINDERGARTEN, MISSOURI, NEGRO YOUTH, OBSERVATION, SOCIOECONOMIC BACKGROUND, ST. LOUIS,

START DATE 06-01-67

END DATE 05-31-70

A LONGITUDINAL STUDY WILL BE CONDUCTED OF THE LEARNING EXPERIENCES OF SELECTED CHILDREN IN NEGRO GHETTOS, FROM THEIR YEARS IN KINDERGARTEN THROUGH GRADE 1. DIRECT OBSERVATIONS OF THESE CHILDREN WILL BE MADE IN THE HOME, PEER, AND SCHOOL CULTURES. THESE OBSERVATIONS WILL BE SUPPLEMENTED BY DATA FROM INTERVIEWS. THE PURPOSE WILL BE TO INVESTIGATE THE CHILDREN'S LIVES AND ACCOUNT FOR EACH CHILD'S PARTICULAR SUCCESS OR FAILURE IN SCHOOL. DATA WILL BE STATISTICALLY ANALYZED WHERE POSSIBLE, AND REPORTS OF THE OBSERVATIONS WILL BE PRESENTED. REASONS FOR VARIANCE OF FAILURE VERSUS SUCCESS WILL THEN BE OBTAINED. (RS)

## EP 010 592

48

ADVANCED HINDI READER IN THE SOCIAL SCIENCES.

INVESTIGATOR- VATUK, VED P.  
CALIFORNIA STATE COLLEGE AT HAYWARD

BUREAU NUMBER BR-7-0023

PROP DATE 01 JUL 66

CONTRACT OEC-4-7-07023-2663

DESCRIPTORS- \*GLOSSARIES, \*HINDI, \*READING MATERIALS, \*SOCIAL SCIENCES, \*TRANSLATION, CALIFORNIA, CULTURAL ENRICHMENT, HAYWARD, LANGUAGE ARTS, READING PROGRAMS, TEXTBOOK PUBLICATIONS,

START DATE 01-09-67

END DATE 01-08-68

AN ADVANCED HINDI READER OF ABOUT 400 PAGES WILL BE

PREPARED. IT WILL CONTAIN 25 SELECTIONS FROM SUCH SOCIAL SCIENCE FIELDS AS SOCIOLOGY, ANTHROPOLOGY, FOLKLORE, POLITICAL SCIENCE, AND ECONOMICS. SELECTIONS WILL BE MADE WHICH CONCERN A VARIETY OF TOPICS WITHIN EACH FIELD, BOTH DESCRIPTIVE AND THEORETICAL, AND REPRESENTING A RANGE OF STYLES AND VOCABULARY. NOTES WILL FOLLOW EACH SELECTION, AND A GLOSSARY OF ALL WORDS CONTAINED IN THE SELECTIONS WILL APPEAR AT THE END OF THE READER. THESE MATERIALS ARE INTENDED TO FULFILL TWO NEEDS OF GRADUATE AND ADVANCED UNDERGRADUATE STUDENTS IN THE SOCIAL SCIENCES WITH A CONCENTRATION IN INDIAN STUDIES. FIRST, THE READER WILL ENABLE STUDENTS TO PREPARE FOR RESEARCH IN THEIR SPECIAL FIELD USING HINDI SOURCES. SECOND, IT WILL PROVIDE SUITABLE STUDY MATERIAL FOR STUDENTS PREPARING TO TAKE GRADUATE LANGUAGE EXAMINATIONS IN HINDI. (6D)

## EP 010 593

40

A STUDY OF THE EFFECTS OF AN INTENSIVE TRAINING PROGRAM ON THE MOTOR SKILLS OF YOUNG EDUCABLE MENTALLY RETARDED CHILDREN.

INVESTIGATOR- ROSS, SHELIA A.

PALO ALTO MEDICAL RESEARCH FOUNDATION, CALIF.

BUREAU NUMBER BR-7-0025

PROP DATE 06 JUN 66

GRANT OEG-4-7-070025-1944

DESCRIPTORS- \*EDUCABLE MENTALLY HANDICAPPED, \*EDUCATIONAL PROGRAMS, \*LEARNING MOTIVATION, \*PREVOCATIONAL EDUCATION, \*PSYCHOMOTOR SKILLS, CALIFORNIA, JOB PLACEMENT, KINESTHETIC METHODS, PALO ALTO,

START DATE 12-30-66

END DATE 12-31-67

TO ASSIST MENTALLY RETARDED CHILDREN IN THE DEVELOPMENT OF THE MOTOR SKILLS NEEDED TO ACHIEVE THE ACCEPTANCE IN PLAY ACTIVITIES WHICH IS NECESSARY FOR SOCIAL SUCCESS IN CHILDHOOD AND TO PROVIDE GREATER VOCATIONAL CHOICE, A PROGRAM OF RESEARCH WAS DEVISED. STUDIES WILL BE MADE TO (1) IDENTIFY THE MOTOR SKILLS NECESSARY FOR MASTERY OF GAMES PLAYED BY CHILDREN OF 4 TO 10 YEARS, (2) DEVELOP A TRAINING PROGRAM SUITED TO THE NEEDS OF THE MENTALLY RETARDED CHILD, (3) DEVISE SUCH NEW TRAINING TECHNIQUES AS ARE NEEDED, AND (4) TEST THE EFFECTIVENESS OF THE TRAINING PROGRAM TO DEVELOP THE MOTOR SKILLS NEEDED. PRE- AND POST-MEASURES OF MOTOR ABILITY AND SPECIFIC MOTOR SKILLS OF AN EXPERIMENTAL GROUP AND A CONTROL GROUP WILL BE OBTAINED. SPECIFIC MOTOR SKILLS OF NORMAL CHILDREN WILL BE MEASURED TO PROVIDE INFORMATION ON THE LEVEL OF COMPETENCE THE RETARDED CHILDREN MIGHT OBTAIN. (AL)

## EP 010 594

08

DEVELOPMENT OF MULTI-MEDIA PROGRAMED INSTRUCTIONAL MATERIALS FOR THE TRAINING OF LAW ENFORCEMENT OFFICERS.

INVESTIGATOR- CULLOO, LEO A. WORTHINGTON, ROBERT H.  
STATE DEPT. OF EDUCATION, TRENTON, N. J.

BUREAU NUMBER BR-6-2840

PROP DATE 02 MAY 66

GRANT OEG-1-7-062640-2717

DESCRIPTORS- \*AUDIOVISUAL AIDS, \*COURSE ORGANIZATION, \*INSTRUCTIONAL MATERIALS, \*LAW ENFORCEMENT, \*MATERIAL DEVELOPMENT, \*PROGRAMED INSTRUCTION, \*DEMONSTRATION PROGRAMS, NEW JERSEY, SKILL DEVELOPMENT, TEACHING TECHNIQUES, TRENTON, WORK ATTITUDES,

START DATE 02-01-67

END DATE 01-31-70

WITHIN THE EXISTING CURRICULUM FOR TRAINING LAW ENFORCEMENT OFFICERS, LESSON PLANS FOR EACH TOPIC IN EACH COURSE WILL BE DEVELOPED. USE OF INSTRUCTIONAL TECHNIQUES AND MATERIALS WILL BE INCORPORATED TO PROVIDE EFFECTIVE TEACHING OF POLICE OFFICER SKILLS, ATTITUDES, AND JOB-RELATED INFORMATION. A VARIETY OF TEACHING MATERIALS, AUDIOVISUAL AIDS, AND INSTRUCTIONAL MATERIALS WILL BE CREATED TO SUPPORT THE TEACHING OF CONCEPTS AND FACTS, AND TO CONDITION THE POLICE TRAINEES TO MAINTAIN PROFESSIONAL, OBJECTIVE ATTITUDES IN LAW ENFORCEMENT. TO ASSESS THE FIELD EFFECTIVENESS OF THE LESSON PLANS AND TEACHING MATERIALS, METHODS OF EVALUATION AND NEEDED MATERIALS WILL BE DEVELOPED. (AL)

## EP 010 595

24

PERSONALITY DEVELOPMENT OF COLLEGE STUDENTS PARTICIPATING IN TWO DIFFERENT EDUCATIONAL ATMOSPHERES.

INVESTIGATOR- TUSSMAN, JOSEPH SUZCEK, ROBERT  
UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS

BUREAU NUMBER BR-6-1293

PROP DATE

66

CONTRACT OEC-4-7-061293-1577

DESCRIPTORS- \*COLLEGE STUDENTS, \*INSTRUCTIONAL INNOVATION, \*LIBERAL ARTS, \*PERSONALITY CHANGE, \*PERSONALITY STUDIES, BERKELEY, CALIFORNIA, COMPARATIVE ANALYSIS, PROFESSORS, STUDENT TEACHER RELATIONSHIP, TUSSMAN PLAN,

START DATE 12-27-66

END DATE 05-31-70

THE DIFFERENTIAL EFFECTS ON PERSONALITY DEVELOPMENT OF STUDENTS WHO PARTICIPATE IN THE TUSSMAN PLAN WILL BE STUDIED. (THE TUSSMAN PLAN IS A 2-YEAR INTENSIVE AND INTEGRATIVE APPROACH TO UNDERGRADUATE LIBERAL ARTS EDUCATION, USING A HIGH DEGREE OF COLLABORATION BETWEEN STUDENTS AND FACULTY.) COLLEGE FRESHMEN WILL BE DIVIDED INTO AN EXPERIMENTAL GROUP (TUSSMAN PLAN) AND TWO CONTROL GROUPS. AT THE BEGINNING OF THEIR FIRST SEMESTER, THESE STUDENTS WILL BE ASKED TO TAKE THE OMNIBUS PERSONALITY INVENTORY AND A BRIEF QUESTIONNAIRE FOR DETERMINING THEIR COLLEGE PLANS. USING THE RESPONSES TO INDIVIDUAL ITEMS AND SCORES ON VARIOUS PERSONALITY SCALES (IMPULSE EXPRESSION, SOCIAL MATURITY, AND AESTHETICISM), THE THREE GROUPS WILL BE COMPARED FOR PERSONALITY CHARACTERISTICS. BY RETESTING, AT THE END OF 2 YEARS AND 2 YEARS SUBSEQUENT TO THE TERMINATION OF THE EXPERIMENT, AN EVALUATION WILL BE MADE OF THE PERSONALITY CHANGES BETWEEN THE MEMBERS OF EACH GROUP. MORE DETAILED INDIVIDUAL DATA WILL BE OBTAINED BY INTERVIEWS WITH THE EXPERIMENTAL GROUP. (GC)

## EP 010 596

24

THE IMPROVEMENT OF COLLEGE LEVEL STUDENT ACHIEVEMENT THROUGH CHANGES IN THE EXAMINATIONS.

INVESTIGATOR- SPENCER, RICHARD E.

UNIVERSITY OF ILLINOIS, URBANA

BUREAU NUMBER BR-6-1174

PROP DATE

66

CONTRACT OEC-3-7-061174-0271

DESCRIPTORS- \*ACADEMIC ACHIEVEMENT, \*COLLEGE STUDENTS, \*TEACHING TECHNIQUES, \*TEST CONSTRUCTION, \*TEST VALIDITY, COMPARATIVE ANALYSIS, ILLINOIS, QUESTIONNAIRES, STUDENT TESTING, TESTING PROGRAMS, URBANA,

START DATE 09-01-66

END DATE 08-31-69

CLASSROOM TESTING PRACTICES WHICH TEND TO DEVELOP HIGHER LEVELS OF STUDENT ACHIEVEMENT IN COLLEGE WILL BE IDENTIFIED AND ISOLATED. FRESHMAN AND SOPHOMORE COLLEGE STUDENTS WILL BE RANDOMLY ASSIGNED TO VARIOUS SECTIONS IN DIFFERENT SUBJECT-MATTER FIELDS (FRENCH, HISTORY, PSYCHOLOGY, AND SCIENCES). DURING THE FIRST YEAR OF THE STUDY, CRITERION MEASURES OF COURSE CONTENT AND OBJECTIVES WILL BE DEVELOPED AND STANDARDIZED. TESTS AND TEST ITEMS WILL BE CONSTRUCTED, AND A PILOT ADMINISTRATION OF THE INSTRUMENTS WILL BE CARRIED OUT. THE SECOND YEAR WILL INVOLVE EVALUATION AND TESTING OF INSTRUMENTS, VARIED ACCORDING TO THE PILOT RESULTS. EXPERIMENTAL AND CONTROL GROUPS WILL BE ESTABLISHED FOR THE VARIOUS TREATMENTS. IF THE OVERALL RESULTS PROVE EFFECTIVE, THE DEVELOPED TEST INSTRUMENTS WILL THEN BECOME A PART OF THE INSTRUCTIONAL PROGRAMS. (RS)

## EP 010 597

08

REGIONAL WORKSHOPS ON PROJECT DEVELOPMENT FOR DISTRIBUTIVE EDUCATION CURRICULA.

INVESTIGATOR- SAMSON, HARLAND E.  
UNIVERSITY OF WISCONSIN, MADISON

BUREAU NUMBER BR-7-0467

PROP DATE

67

GRANT OEG-3-7-070467-3084

DESCRIPTORS- \*BUSINESS EDUCATION, \*CURRICULUM DEVELOPMENT, \*DISTRIBUTIVE EDUCATION, \*REGIONAL PROGRAMS, \*WORKSHOPS, MADISON, OFFICE PRACTICE, WISCONSIN,

START DATE 03-01-67

END DATE 12-30-67

FOUR REGIONAL WORKSHOPS WILL BE HELD TO DEVELOP DISTRIBUTIVE EDUCATION (SELLING AND MERCHANDIZING) CURRICULUMS. EACH OF THE REGIONAL WORKSHOPS WILL BE 2 WEEKS IN LENGTH AND WILL INVOLVE 30 PARTICIPANTS SELECTED FROM STATES BY REGION. PARTICIPATING STATES WILL BE SELECTED AT A PRELIMINARY PLANNING SESSION. THE PARTICIPANTS WILL BE INSTRUCTED IN (1) THE USE AND PREPARATION OF DISTRIBUTIVE EDUCATION MATERIALS, (2) THE IDENTIFICATION OF CAREER OBJECTIVES, UNITS OF STUDY, AND INDIVIDUAL NEEDS, (3) THE EVALUATION AND MEASUREMENT OF DISTRIBUTIVE TRAINING, AND (4) THE IDENTIFICATION OF AVAILABLE RESOURCES. (GD)

## EP 010 598

08

INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS ON PREPARING TEACHERS FOR OCCUPATIONAL PROGRAMS.

INVESTIGATOR- HILL, ALBERTA

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

BUREAU NUMBER BR-7-0500

PROP DATE 01 NOV 66

GRANT OEG-3-7-070500-3049

DESCRIPTORS- \*CONFERENCES, \*HOME ECONOMICS EDUCATION, \*TEACHER EVALUATION, \*TEACHER GUIDANCE, \*VOCATIONAL EDUCATION, AMES, EDUCATIONAL PROGRAMS, IOWA, PROGRAM EVALUATION, TEACHER QUALIFICATIONS,

START DATE 03-01-67

END DATE 02-28-68

A TEACHER INSTITUTE IN HOME ECONOMICS WILL BE HELD TO IDENTIFY POLICIES AND EXAMINE EXISTING PHILOSOPHIES OF VOCATIONAL EDUCATION WHICH AFFECT TEACHER EDUCATION IN HOME

ECONOMICS. OTHER TOPICS TO BE DISCUSSED WILL BE TEACHER QUALIFICATIONS, EDUCATIONAL PROGRAMS, AND GUIDELINES FOR EVALUATION OF TEACHERS. RECOMMENDATIONS WILL BE SUMMARIZED FOR USE BY HOME ECONOMICS TEACHER EDUCATION PROGRAMS IN ALL STATES. (GD)

## EP 010 599

08

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH.

INVESTIGATOR- BECKER, HARRY A.  
NORWALK BOARD OF EDUCATION, CONN.

BUREAU NUMBER BR-5-0005

PROP DATE 26 FEB 65

CONTRACT OEC-3-85-095

DESCRIPTORS- \*DROPOUT REHABILITATION, \*GUIDANCE COUNSELING, \*JOB TRAINING, \*SKILL DEVELOPMENT, \*VOCATIONAL EDUCATION, CHANGING ATTITUDES, CONNECTICUT, DROPOUT IDENTIFICATION, DROPOUT TEACHING, NORWALK, PILOT PROJECTS, UNDERACHIEVERS,

START DATE 05-01-65

END DATE 08-31-68

AN OCCUPATIONAL TRAINING PROGRAM WILL BE DEVELOPED TO ENABLE DROPOUTS AND UNDERACHIEVERS TO ACQUIRE THE SKILLS NECESSARY FOR EMPLOYMENT. APPROXIMATELY 270 YOUTHS WILL BE IDENTIFIED AND ENROLLED IN THE PROGRAM. THE ACTIVITIES WILL INCLUDE GUIDANCE COUNSELING, SKILL DEVELOPMENT, AND INSTRUCTION IN BASIC EDUCATION. EVALUATIONS OF THE PROGRAM WILL BE CONDUCTED AND A FINAL REPORT PREPARED OF THE FINDINGS. (RS)

## EP 010 600

08

PILOT VOCATIONAL TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING, SUMMER 1966.

INVESTIGATOR- MEIER, DAVID E.  
UNIVERSITY OF DETROIT, SCH. OF DENTISTRY

BUREAU NUMBER BR-6-2692

PROP DATE 20 JAN 66

GRANT OEG-3-6-062692-0737

DESCRIPTORS- \*DENTAL ASSISTANT, \*INSERVICE TEACHER EDUCATION, \*INSTITUTE TYPE COURSES, \*OCCUPATIONAL INFORMATION, \*TEACHING TECHNIQUES, DETROIT, EFFECTIVE TEACHING, MICHIGAN, PROGRAM DEVELOPMENT, SKILL DEVELOPMENT, TEACHING GUIDES,

START DATE 05-01-66

END DATE 03-05-67

GRADUATES OF DENTAL ASSISTING PROGRAMS WHO HAVE (1) NO TEACHING EXPERIENCE, OR LESS THAN 5 YEARS TEACHING EXPERIENCE OR (2) MORE THAN 5 YEARS TEACHING EXPERIENCE WILL BE SELECTED TO PARTICIPATE IN TWO TEACHER EDUCATION INSTITUTES. THE OBJECTIVES ARE (1) TO IMPROVE THE QUALITY OF TEACHING AMONG INSERVICE TEACHERS AND (2) TO DEVELOP GUIDES FOR THE DESIGN OF TEACHER EDUCATION PROGRAMS NEEDED FOR EXISTING AND NEW DENTAL ASSISTING PROGRAMS. TRAINEES WILL BE GIVEN CAREFULLY PLANNED COURSES IN THE VOCATIONAL-TECHNICAL ASPECTS OF DENTAL ASSISTING. IN ADDITION, THE TRAINING WILL INCLUDE EMPHASIS ON THE TECHNIQUES, METHODS, AND SKILLS NECESSARY FOR EFFECTIVE TEACHING. THE TWO INSTITUTES WILL BE CONDUCTED FOR APPROXIMATELY 4 WEEKS. (RS)

## EP 010 601

24

SOME ASPECTS OF SOCIALIZATION THROUGH FORMAL SCHOOLING RELATING PRIMARILY TO CIVIC AND MORAL EDUCATION.

INVESTIGATOR- GREEN, THOMAS  
SYRACUSE UNIV., N. Y.  
BUREAU NUMBER BR-7-8205  
CONTRACT OEC-1-7-078205-2900

PROP DATE 15 APR 66

DESCRIPTORS- \*CIVIC BELIEF, \*EDUCATIONAL NEEDS, \*BEHAVIOR STANDARDS, \*MORAL VALUES, \*SOCIALIZATION, BEHAVIOR DEVELOPMENT, BEHAVIOR THEORIES, CITIZENSHIP RESPONSIBILITY, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, MORAL ISSUES, NEW YORK, SEMINARS, SOCIAL VALUES, SYRACUSE,

START DATE 02-01-67

END DATE 07-31-68

A WORKING SEMINAR IS PLANNED TO (1) PRODUCE A SERIES OF THEORETICAL STUDIES OF THE SOCIALIZATION PROCESS, (2) STIMULATE A COHERENT PATTERN OF SUBSEQUENT RESEARCH ON THE PROBLEM OF RELATING MORAL AND CIVIC EDUCATION TO TECHNICAL EDUCATION, AND (3) DISSEMINATE THE RESULTS OF THE WORK THROUGH LEADERS OF WELFARE AGENCIES, SCHOOLS, AND OTHER AGENCIES WITH AN INSTITUTIONAL COMMITMENT TO CHARACTER EDUCATION. (GC)

## EP 010 602

24

RESEARCH IN EDUCATION FOR SENSE OF VOCATION, INITIATIVE, COOPERATION, AND MANAGEMENT IN DENMARK, ISRAEL, AND YUGOSLAVIA.

INVESTIGATOR- GOODMAN, PAUL  
NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK

BUREAU NUMBER BR-6-2693

PROP DATE

67

CONTRACT OEC-1-7-062693-2712

DESCRIPTORS- \*CHILD DEVELOPMENT, \*CULTURAL DIFFERENCES, \*DECISION MAKING SKILLS, \*LEARNING MOTIVATION, \*SCHOOL RESPONSIBILITY, COGNITIVE DEVELOPMENT, COMPARATIVE ANALYSIS, CULTURE CONFLICT, DENMARK, EDUCATIONAL ATTITUDES, EDUCATIONAL ENVIRONMENT, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PHILOSOPHY, EDUCATIONAL THEORIES, GROWTH PATTERNS, ISRAEL, NEW YORK, NEW YORK CITY, SURVEYS, VOCATIONAL INTERESTS, YUGOSLAVIA,

START DATE 06-01-67

END DATE 05-31-68

THE RELATIONSHIPS BETWEEN CHILD DEVELOPMENT AND THE PRESENCE OR ABSENCE OF ATTITUDES OF INITIATIVE AND VOCATION WILL BE EXPLORED IN THREE FOREIGN COUNTRIES. VISITS WILL BE MADE TO DENMARK, YUGOSLAVIA, AND ISRAEL, WHERE COMPREHENSIVE SURVEY TECHNIQUES WILL BE APPLIED IN RELEVANT VOCATIONAL, CULTURAL, AND EDUCATIONAL INSTITUTIONS. THE ATTEMPT IN THESE VISITS WILL BE TO DISCERN THE KINDS OF EDUCATIONAL INSTITUTIONS WHICH ARE MOST CONDUCTIVE TO COGNITIVE DEVELOPMENT, PARTICULARLY IN THE AREAS OF DECISION-MAKING AND INITIATIVE FORMATION. THESE PARTICULAR COUNTRIES WERE CHOSEN FOR STUDY BECAUSE OF (1) THEIR COOPERATIVE MOVEMENTS IN PRODUCTION, DISTRIBUTION, AND MANAGEMENT, (2) THEIR EXPERIENCES WITH VARIOUS DEGREES OF WORKERS' MANAGEMENT IN INDUSTRIAL ENTERPRISES, AND (3) THEIR COMBINATION INDUSTRIAL-AGRICULTURAL COMMUNITIES. FINDINGS OF THE SURVEY WILL BE DIRECTLY APPLICABLE TO THE INSTITUTION OF AMERICAN EDUCATION WHICH THE AUTHOR BELIEVES, IN MANY CASES, IS OPPOSED IN ITS NATURE TO PREPARING THE CHILD FOR INITIATING AND DECISION-MAKING ROLES AND PRODUCES INSTEAD A SPIRIT OF SUBORDINATION AND FEELINGS OF TIME-SERVING AND GRADE-CRABBING. (JH)

## EP 010 603

24

AN EVALUATION OF THE COLLEGE ASSISTANCE PROGRAM.  
INVESTIGATOR- WILKERSON, DOXEY  
MAT. SCHOLAR. SERV. AND FUND FOR NEGRO, NEW YORK, N.Y.  
BUREAU NUMBER BR-7-8090  
CONTRACT OEC-1-7-078090-2873

DESCRIPTORS- \*COLLEGE PLANNING, \*COLLEGE PREPARATION,  
\*DISADVANTAGED YOUTH, \*EDUCATIONAL OPPORTUNITIES, \*PROGRAM  
EVALUATION, COLLEGE ASSISTANCE PROGRAM (CAP), COLLEGE  
ATTENDANCE, COLLEGE STUDENTS, EDUCATIONAL COUNSELING,  
EDUCATIONAL PLANNING, NEGRO STUDENTS, NEW YORK, NEW YORK  
CITY,

START DATE 02-15-67

END DATE 10-14-67

THE COLLEGE ASSISTANCE PROGRAM (CAP) WILL BE A  
COOPERATIVE PROGRAM IN WHICH TEAMS OF OFFICIALS FROM COLLEGES  
IN DIFFERENT PARTS OF THE COUNTRY WILL VISIT SECONDARY  
SCHOOLS TO ENCOURAGE DISADVANTAGED YOUTH, NAMELY NEGROES, TO  
CONTINUE THEIR EDUCATION AND TO INFORM THEM OF OPPORTUNITIES  
FOR DOING SO. THE NATURE AND SCOPE OF CAP ACTIVITIES WILL BE  
DEFINED AND ITS EFFECTIVENESS WILL BE ASSESSED. RELEVANT DATA  
WILL BE OBTAINED BY QUESTIONNAIRES AND FIELD INTERVIEWS OF  
CAP-TEAM MEMBERS, SCHOOL COUNSELORS OF SCHOOLS VISITED, AND  
RANDOM SAMPLES OF COLLEGE STUDENTS. DATA WILL BE ANALYZED,  
INTERPRETED, AND USED AS A SOURCE OF INFORMATION FOR COLLEGES  
AND SIMILAR ASSISTANCE PROGRAMS FOR UNDERSTANDING THE FACTORS  
WHICH INFLUENCE DISADVANTAGED YOUTH IN THEIR EDUCATION  
PLANNING. (6C)

## EP 010 604

08

IMPLICATION OF VOCATIONAL EDUCATION FOR PLANT SITE LOCATION.  
INVESTIGATOR- DEAN, ERNEST H.  
UTAH TRADE TECHNICAL INST., PROVO  
BUREAU NUMBER BR-6-8498 PROP DATE 20 JAN 66  
GRANT OEC-4-7-068498-0408

DESCRIPTORS- \*FACILITY EXPANSION, \*INDUSTRIALIZATION, \*SCHOOL  
LOCATION, \*SCHOOL PLANNING, \*VOCATIONAL SCHOOLS, PROVO,  
RESOURCES, UTAH,

START DATE 09-22-66

END DATE 05-31-67

THE IMPORTANCE WHICH MANUFACTURING FIRMS GIVE TO THE  
PROXIMITY OF VOCATIONAL AND TECHNICAL EDUCATIONAL FACILITIES  
AND PROGRAMS WHEN SELECTING NEW PLANT LOCATIONS WILL BE  
EXAMINED. USING A SPECIALLY DESIGNED SURVEY INSTRUMENT, THE  
INVESTIGATOR WILL INTERVIEW EXECUTIVES OF SMALL,  
INTERMEDIATE, AND LARGE MANUFACTURING FIRMS. A MAJOR EFFORT  
WILL BE MADE TO IDENTIFY THE PARTICULAR TYPES OF VOCATIONAL  
EDUCATIONAL PROGRAMS WHICH MOST INFLUENCE THE LOCATION OF NEW  
MANUFACTURING PLANTS. RESULTS OF THE PROJECT WILL PROVIDE  
INFORMATION FOR SCHOOL ADMINISTRATORS, INDUSTRIAL PLANNERS,  
AND STATE PLANNERS FOR VOCATIONAL AND TECHNICAL EDUCATION.  
(JH)

## EP 010 605

08

AN INTEGRATED LONGITUDINAL STUDY OF PRACTICAL NURSING.  
INVESTIGATOR- TOMLINSON, ROBERT M.  
UNIVERSITY OF ILLINOIS, URBANA  
BUREAU NUMBER BR-5-0126

PROP DATE 01 APR 66

CONTRACT OEC-5-85-038

DESCRIPTORS- \*PHYSICAL CHARACTERISTICS, \*PRACTICAL NURSE,  
\*PSYCHOLOGICAL CHARACTERISTICS, \*STUDENT CHARACTERISTICS,  
\*TEACHING PROGRAMS, EDUCATIONAL PROGRAMS, ILLINOIS,  
LONGITUDINAL STUDIES, URBANA,

START DATE 06-01-63

END DATE 08-31-66

THE SECOND SEGMENT OF A STUDY OF PRACTICAL NURSING WILL  
BE CONDUCTED. THE CHARACTERISTICS OF PRACTICAL NURSING  
PROGRAMS, THEIR STAFFS, AND CURRICULUMS WILL BE STUDIED TO  
IDENTIFY CRITERIA RELATED TO STUDENT SUCCESS AND OCCUPATIONAL  
PATTERNS OF THE GRADUATES. ACCOMPANYING THE DESCRIPTION OF  
ACTIVITIES IS AN OUTLINE OF SURVEY AND DATA COLLECTION PLANS.  
(RS)

## EP 010 606

24

PREPARATION OF TEACHING GUIDES AND MATERIALS ON WORLD  
GEOGRAPHY, NORTH AMERICAN GEOGRAPHY, AND LOUISIANA GEOGRAPHY  
FOR USE IN GRADES I - XII.  
INVESTIGATOR- MOTT, KENNETH  
STATE DEPT. OF EDUCATION, BATON ROUGE, LA.  
BUREAU NUMBER BR-6-1589 PROP DATE 10 NOV 65  
CONTRACT OEC-4-7-001589-0470

DESCRIPTORS- \*GEOGRAPHY INSTRUCTION, \*INSTRUCTIONAL  
IMPROVEMENT, \*INSTRUCTIONAL MATERIALS, \*MATERIAL DEVELOPMENT,  
\*TEACHING GUIDES, BATON ROUGE, BIBLIOGRAPHY, ELEMENTARY  
EDUCATION, LOUISIANA, SECONDARY EDUCATION,

START DATE 10-03-66

END DATE 10-02-70

TEACHING MATERIALS WILL BE PREPARED FOR USE IN  
ELEMENTARY AND SECONDARY SCHOOLS FOR INSTRUCTIONAL  
IMPROVEMENT IN GEOGRAPHY. SPECIFIC PLANS ARE TO (1) PREPARE A  
STATEMENT OF GUIDELINES FOR A SEQUENTIAL CONCEPT-BASED  
PROGRAM IN GEOGRAPHY, BEGINNING WITH GRADE 1, WITH ATTENTION  
TO OBJECTIVES, PATTERNS OF ORGANIZATION, AND PRINCIPLES OF  
INSTRUCTION, (2) COMPILER ANNOTATED BIBLIOGRAPHIES OF SELECTED  
TEACHING GUIDES AND INSTRUCTIONAL RESOURCES THAT ARE  
CURRENTLY AVAILABLE IN GEOGRAPHY FOR EACH GRADE LEVEL, (3)  
PREPARE AND EVALUATE TEACHING GUIDES AND COURSE MATERIALS ON  
SELECTED TOPICS THAT ARE NEEDED TO IMPROVE BOTH ELEMENTARY  
AND SECONDARY GEOGRAPHY INSTRUCTION, AND (4) PREPARE AND  
EVALUATE TEACHING GUIDES FOR ELECTIVE HIGH SCHOOL COURSES IN  
WORLD, NORTH AMERICAN, AND LOUISIANA GEOGRAPHY. (6C)

## EP 010 607

24

A NATIONAL RESEARCH CONFERENCE ON AMERICAN INDIAN EDUCATION.  
INVESTIGATOR- AURBACH, HERBERT A.  
SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS  
BUREAU NUMBER BR-7-0784 PROP DATE 03 FEB 67  
CONTRACT OEC-3-7-070784-3094

DESCRIPTORS- \*AMERICAN INDIAN, \*CONFERENCES, \*EDUCATIONAL  
RESEARCH, \*NATIONAL SURVEYS, \*RESEARCH OPPORTUNITIES,  
AMERICAN CULTURE, CORE CURRICULUM, KALAMAZOO, MICHIGAN,

START DATE 03-01-67

END DATE 07-31-67

A CONFERENCE WILL BE HELD CONCERNING RESEARCH ON THE

EDUCATION OF AMERICAN INDIANS. CONCEIVED AS A FORUM FOR THE REPRESENTATION OF DIVERSE GROUPS, THE CONFERENCE WILL ATTEMPT TO PROVIDE GUIDELINES FOR A NATIONAL STATUS SURVEY OF INDIAN EDUCATION AND TO IDENTIFY AND ENCOURAGE INTERDISCIPLINARY RESEARCH IN THE FIELD OF INDIAN EDUCATION. (6D)

**EP 010 608**

48

FSI THAI BASIC COURSE.

INVESTIGATOR- TRYON, ABSORN   YATES, WARREN G.

FOREIGN SERVICE INST., WASHINGTON D. C.

BUREAU NUMBER BR-7-0941

PROP DATE

67

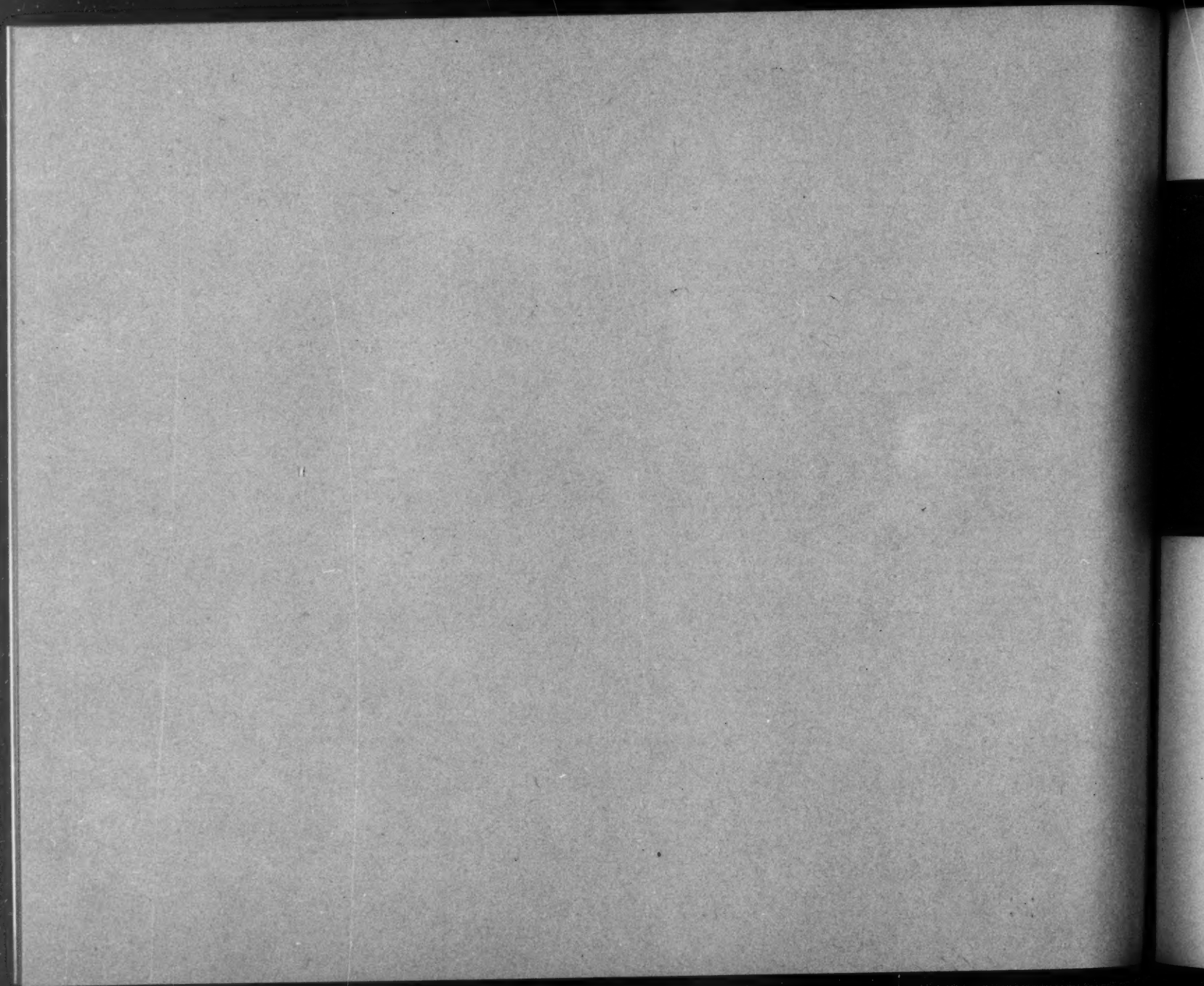
CONTRACT OEC-2-7-070941-3000

DESCRIPTORS- \*AUDIOLINGUAL METHODS, \*LANGUAGE GUIDES, \*LANGUAGE INSTRUCTION, \*TEXTBOOK PREPARATION, \*THAI, BASIC SKILLS, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGE PATTERNS, PATTERN DRILLS (LANGUAGE),

START DATE 03-01-67

END DATE 08-31-68

PREPARATION OF A GRADED TEXTBOOK ON THAI IS PLANNED. THE TEXT WILL BE DESIGNED TO DEVELOP THE STUDENT'S LANGUAGE ABILITY TO THE POINT WHERE HE CAN COMMUNICATE WITH THAI NATIONALS TO A LIMITED EXTENT ON CERTAIN SUBJECTS. A FORMAT COMPRISING 25 UNITS OF 5 LESSONS EACH IS PLANNED. APPROXIMATELY 1,000 PAGES WILL BE DIVIDED BETWEEN 2 VOLUMES. EACH LESSON WILL INCLUDE A DIALOG, RELATED GRAMMAR NOTES AND DRILLS, AND EXERCISES. DIALOGS WILL REPRESENT SHORT EXCHANGES AS SPOKEN BY NATIVE SPEAKERS OF THAI IN NATURAL SITUATIONS. GRAMMAR NOTES AND DRILLS WILL HELP THE STUDENT TOWARD AUTOMATIC USE OF THE GRAMMATICAL AND PHONOLOGICAL FEATURES OF THAI. EXERCISES ARE TO PROVIDE OPPORTUNITIES FOR STUDENTS TO USE THE MATERIAL IN NATURAL COMMUNICATIVE SITUATIONS. ALL PARTS OF THE COURSE WHICH LEND THEMSELVES TO TAPE RECORDING WILL BE RECORDED AND THE TAPES MADE AVAILABLE AS PART OF THE COURSE. A GLOSSARY OF NEW WORDS PRESENTED WILL APPEAR AT THE END OF EACH UNIT, WITH A COMPREHENSIVE GLOSSARY AT THE END OF EACH VOLUME. WRITTEN MATERIALS WILL BE INTRODUCED AT THE BEGINNING OF THE THIRD MONTH OF STUDY. THE COURSE WILL BE DESIGNED FOR STUDENT COMPLETION WITHIN 6 TO 8 MONTHS. (6C)



[illegible]

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This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

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OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR  
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE  
BR-6-1234 EP 000 000

**Accession Number**



- ANTHONY, EDWARD H.  
INTRODUCTORY THAI MATERIALS FOR UNIVERSITY STUDENTS - PHASE  
II., DEVELOPMENT OF  
BR-7-0045 EP 010 580
- AURBACH, HERBERT A.  
NATIONAL RESEARCH CONFERENCE ON AMERICAN INDIAN  
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BR-7-0784 EP 010 607
- BARKER, RICHARD  
INSTRUCTIONAL UNITS FOR TEACHING PROFIT-MAXIMIZING  
PRINCIPLES IN VOCATIONAL AGRICULTURE., DEVELOPMENT AND  
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BR-6-8763 EP 010 562
- BECKER, HARRY A.  
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BR-5-0005 EP 010 599
- BURY, RICHARD L.  
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BR-6-8549 EP 010 585
- CARTER, GWENDOLEN H.  
CURRICULUM DEVELOPMENT FOR AFRICAN STUDIES.  
BR-6-2863 EP 010 575
- CHANDLER, B. J.  
COMPARATIVE STUDY OF GROUP INQUIRY WITH ADVANTAGED AND  
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BR-6-2044 EP 010 557
- CULLOO, LEO A.  
MULTI-MEDIA PROGRAMED INSTRUCTIONAL MATERIALS FOR THE  
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- DANIELS, MORRIS J.  
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- DEAN, ERNEST H.  
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- DEUTSCH, CYNTHIA P.  
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- ERICKSON, FREDERICK  
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BR-6-2044 EP 010 557
- FELDHUSEN, JOHN  
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BR-6-2982 EP 010 592
- GOODMAN, PAUL  
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- GORDON, IRA A.  
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- GREEN, THOMAS  
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BR-7-8203 EP 010 601
- HARRIS, JAMES N.  
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BR-7-0444 EP 010 576
- HAWKINS, ALMA N.  
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BR-6-8093 EP 010 590
- HEDGES, WILLIAM D.  
IMPLEMENTATION OF A COMPREHENSIVE EVALUATION AND REPORTING  
SYSTEM FOR KINDERGARTEN AND PRIMARY GRADE  
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BR-6-8562 EP 010 577
- HENRY, JULES  
LEARNING EXPERIENCE AND THE NATURAL HISTORY OF EDUCATION OF  
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- HILL, ALBERTA  
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BR-7-0500 EP 010 598
- HILLERICH, ROBERT L.  
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THE EFFECT OF BOTH WITH DOMINANCE ON READING  
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BR-7-E-046 EP 010 570
- HOOG, CARLETON T.  
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- IRVIN, RUTH B.  
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BR-7-0541 EP 010 608

ZEDLER, EMPRESS Y.  
CONFERENCE ON THE PROBLEM OF DYSLEXIA AND RELATED DISORDERS  
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BR-7-8270 EP 010 567

1. **GENERAL**  
The purpose of this report is to provide a comprehensive overview of the current state of the project and to identify areas for improvement. The report is organized into several sections, each focusing on a specific aspect of the project.

2. **INTRODUCTION**  
The project was initiated in 1995 with the goal of developing a new system for managing customer data. The initial phase of the project involved a thorough analysis of the requirements and the selection of a suitable technology.

3. **SYSTEM DESIGN**  
The system design was based on a modular architecture, allowing for the integration of new features and the replacement of existing components. The design also took into account the need for scalability and security.

4. **IMPLEMENTATION**  
The implementation phase was carried out in a series of stages, starting with the development of the core system and followed by the integration of peripheral modules. The implementation was completed in 1997.

5. **TESTING**  
The system was subjected to a rigorous testing process, including unit testing, integration testing, and user acceptance testing. The results of the testing indicated that the system was ready for deployment.

6. **DEPLOYMENT**  
The system was deployed in 1998 and has since been used by the organization to manage its customer data. The deployment was successful, and the system has been well-received by the users.

7. **CONCLUSION**  
The project has been completed successfully, and the system is now in operation. The project has demonstrated the value of a modular architecture and the importance of thorough testing and deployment.

1. **GENERAL**  
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INSTITUTION  
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**PENNSYLVANIA STATE UNIV.**

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR  
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE  
BR-6-1234 EP 000 000

Accession Number



## ARIZONA

NORTHERN ARIZONA UNIV., FLAGSTAFF

MODEL OPTION OF COURSES FOR INSTRUCTION IN WILDLAND  
RECREATION MANAGEMENT AT THE COLLEGE UNDERGRADUATE  
LEVEL.,A

BR-6-8549

EP 010 585

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# 1. IDENTIFICATION

NAME: [REDACTED]  
 DATE OF BIRTH: [REDACTED]  
 PLACE OF BIRTH: [REDACTED]  
 SOCIAL SECURITY NUMBER: [REDACTED]  
 GRADE: [REDACTED]

## 2. EDUCATION

SCHOOL: [REDACTED]  
 GRADE: [REDACTED]  
 DATE: [REDACTED]

## 3. EMPLOYMENT

EMPLOYER: [REDACTED]  
 POSITION: [REDACTED]  
 DATE: [REDACTED]

## 4. REFERENCES

NAME: [REDACTED]  
 ADDRESS: [REDACTED]  
 PHONE: [REDACTED]

## 5. COMMENTS

REMARKS: [REDACTED]

## 6. SIGNATURE

SIGNATURE: [REDACTED]  
 DATE: [REDACTED]

## 7. APPENDIX

APPENDIX: [REDACTED]

## 8. SUMMARY

SUMMARY: [REDACTED]

## 9. CONCLUSION

CONCLUSION: [REDACTED]

## 10. RECOMMENDATIONS

RECOMMENDATIONS: [REDACTED]

## 11. REFERENCES

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 PLACE OF BIRTH: [REDACTED]  
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 GRADE: [REDACTED]  
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4. REFERENCES  
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 ADDRESS: [REDACTED]  
 PHONE: [REDACTED]

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 SIGNATURE: [REDACTED]  
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 SUMMARY: [REDACTED]

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[illegible]

3. *Staphylococcus aureus*

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